DOCUMENT RESUME

ED 105 377 CS 001 693

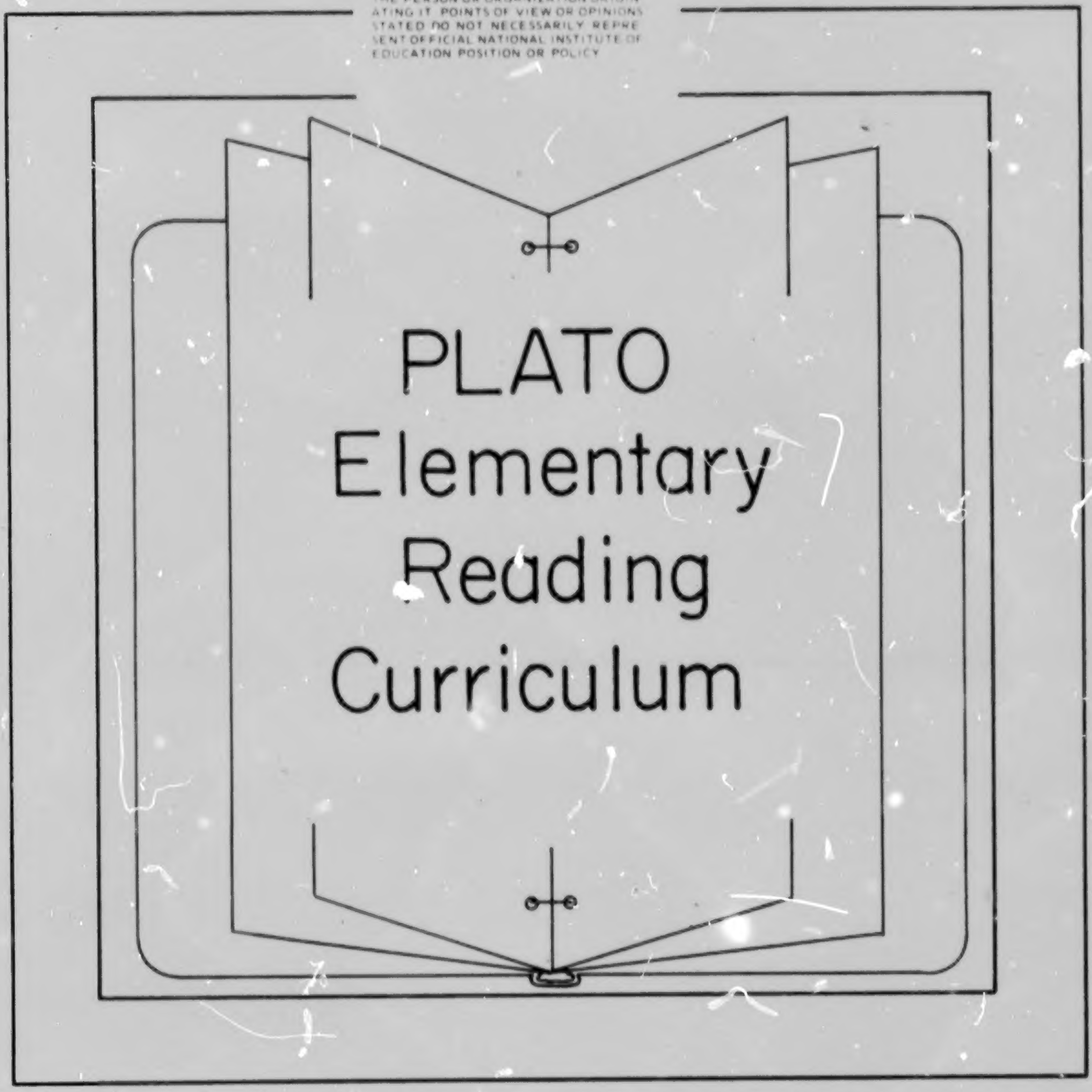
TITLE	PLATO Elementary Reading Curriculum.
INSTITUTION	Illinois Univ., Urbana. Computer-Based Education Lab.
SPONS AGENCY	National Science Foundation, Washington, D.C.
PUB DATE	May 74
NOTE	471p.
EDRS PRICE	MF-$0.76 HC-$23.48 PLUS POSTAGE
DESCRIPTORS	Audiovisual Aids; *Beginning Reading; *Computer Assisted Instruction; Computer Graphics; *Curriculum Design; Elementary School Curriculum; Individualized Curriculum; Instructional Programs; Primary Education; Reading Instruction; *Reading Programs
IDENTIFIERS	*PLATO

ABSTRACT

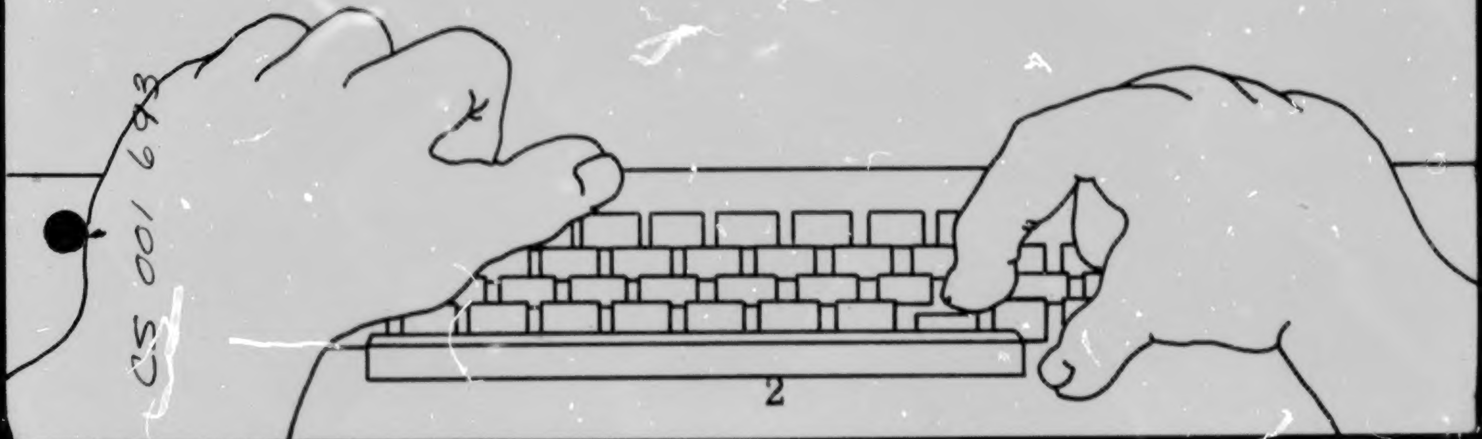
The PLATO Elementary Reading Curriculum (PERC), a computer based instructional program, is presented in this report. The aims of the PERC staff were to: (1) build a complete computer based reading curriculum designed to bring students from illiteracy to literacy; (2) design into the curriculum structure the possibility for use in a wide range of modes; (3) take full advantage of the unique audiovisual capabilities of the PLATO IV terminal; and (4) demonstrate the feasibility of the PERC in a variety of public school settings. Although the long-range goal is to create a complete curriculum for kindergarten through grade six, only the beginning reading (kindergarten and part of first grade) section is complete and included in this document. PERC is currently made up of 51 objectives, each defining a small part of the larger task of learning to read and each with a number of suggested activities. To complete an objective, a student must complete the sequence of activities prescribed by that objective. And to complete the curriculum, a student must complete all 51 objectives. This document includes the curriculum chart, showing the paths a student takes through the curriculum, and the curriculum, with its objectives and activities. (TO)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED105377



PLATO Elementary Reading Curriculum



CS 001 693

© May 1974
by Board of Trustees
University of Illinois

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Board of Trustees
University of Illinois
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

All rights reserved. No part of this book may be reproduced in any form or by any means without permission in writing from the authors.

This manuscript was prepared with partial support from the National Science Foundation (USNSF C-723) and the University of Illinois at Urbana-Champaign.

CONTENTS

Acknowledgments ii

PERC Staff iv

PERC Teachers v

Preface vi

The PLATO Reading Project: An Overview vii

The Curriculum Chart xiii

The Curriculum

Orientation 1

Visual Discrimination 20

Letters 56

Words 249

Misc. Activities 381

Stories 395

Index of Objectives 413

Index of Lessons 414

ACKNOWLEDGMENTS

One school of thought maintains that the best way to teach children to read is simply to supply them with a plenitude of interesting books. Certainly that idea is something of an oversimplification, but it is true that children who come from a home culture that values the printed word learn to read more readily than children who do not.

One of PERC's goals is to provide a print-rich environment in the classroom, and to make enjoyable contacts with print available for all the children in the room, including those who are completely illiterate. In pursuit of this goal, we have developed techniques for displaying illustrated texts on the PLATO screen in a touch-sensitive mode so that a child can "read" a story simply by touching individual words or whole sentences as they appear.

Finding a means of making text "readable" by non-readers was simple enough, but finding suitable reading material for the children was much more difficult. We finally turned to commercial publishers of children's books and asked them to let us use some of their books as an enriching adjunct to our curriculum. The publishers listed below agreed to let us use some of their books during the curriculum's trial period, and we are deeply indebted to them:

Alfred A. Knopf

Atheneum Publishers

Bobbs-Merrill Company

Charles Scribner's Sons

Charles E. Tuttle

Dell Publishing Company, Inc.

Dial Press, Inc.

Doubleday & Company, Inc.

E. P. Dutton & Co., Inc.

Follett Publishing Company

Franklin Watts, Inc.

Harcourt, Brace, Jovanovitch, Inc.

Lothrop, Lee & Shepard Company

McGraw-Hill Book Company

Pantheon Books, Inc.

ACKNOWLEDGMENTS (Con't).

Parents' Magazine Press

Random House, Inc.

Walker & Company

Windmill Books, Inc.

PERC Staff

The PERC project has been blessed throughout its history with a talented and devoted staff. Even undergraduate hourlies whose only official job was to code prepared materials in TUTOR (PLATO's authoring language) have developed the habit of working extra hours and providing thoughtful and timely criticism and suggestions.

Because such a debt is owed to so many of these people, they are listed here whether or not they still work for the project. Those whose names are preceded by an asterisk have left. Names are listed chronologically.

REGULAR STAFF:

John Risken
Lezlie Fillman
Priscilla Obertino
Robert Yeager
Carl Webber
*Kathy Lutz
Dorothy Silver
Ruth Becker

GRADUATE ASSISTANTS:

*Janet Busboom
*Caryn Sedloff
*Barbara Saper
John David Eisenberg
*Roberta Stock
*Grace Yang
Mary Kujawski

STUDENT HOURLIES:

Tom Schaefges
George Traynor
*David Lassner
Christine Papajohn
Robert Walton
Alan Becker
Debbie LeBoyer
Kristin Kirkconnell

Other people, not employed by PERC, have also made substantial contributions. Especially to be singled out are Wayne Wilson, a staff artist for CERL; Jack Gladdin, a Photographer for the Coordinated Science Lab.

PERC TEACHERS

Columbia School, Champaign

Mary Annin ....Grade 2
Kathleen Bergman.....Remedial
Beulah Davis.........EMH

Dr. Howard School, Champaign

Maryanne Peshkin.....Remedial
Elta Speiser.........Grade 1

Garden Hills School, Champaign

Joanne Allen.........Remedial

Leal School, Urbana

Lynn Bobzin..........K-1,2
Norma Zimmer.........K-1,2

Robeson School, Champaign

Maudie Edwards.......Grade 1

Washington School, Champaign *

Mary Boston..........Grades 1-2
Halestine Session ...K
Elizabeth Trainer....K-1
Linda Jenkins........Remedial

Westview School, Champaign

Millie Sims..........Grade 1

Wiley School, Urbana

Marolyn Banner.......Remedial
Phyllis Erickson.....Grade 1

*Our special thanks go to Kay Andert, K-1, for helping us test and evaluate our lessons in her classroom during the school year 1973-1974.

Preface

Don't be dismayed by the thickness of this document. Not every page contains something totally novel. Because of certain decisions made early in the history of the Project, you will find that many of the lesson descriptions are similar.

At the Project's inception we decided to devote considerable time to developing a number of basic lesson designs. Each design underwent several years of testing with children. After appropriate revisions had been made, we felt we had a foundation on which to build a variety of teaching materials. Many of the additional lessons we have developed during the past year make use of these basic designs.

Using a limited number of lesson designs in a variety of contexts allowed us to test each design more thoroughly than would have been possible had we diffused our attention over a great many individual lessons. In addition, such an approach offers the child both continuity and variety. We feel that by this means we can both maintain interest and avoid the confusion which may result when a child is confronted with too many different lesson formats.

The question remains as to why we decided to document lessons individually despite the fact that many share certain basic features. One reason is that we are eager for comments, and this format provides the observer with a handy place to make notes on specific lessons. Secondly, a user can get a large amount of information on a specific lesson without having to become familiar with our whole philosophy of lesson design. This feature we felt would be a real advantage to persons interested in prescribing certain activities for individual children.

John Risken
Priscilla Obertino

May 19, 1975

SCOPE OF THE PLATO ELEMENTARY READING PROJECT

In general terms the commission of the PLATO Elementary Reading Curriculum Project has since its inception in the summer of 1971 been to develop a beginning reading curriculum for children and to test that curriculum in a public school setting. Although the medium through which we were to present our instruction was unique (see insert,"The PLATO IV Student Author Terminal"), our problems were similar to those faced by all curriculum planners: What are the various parts of the curriculum? How do these parts interrelate? In what ways can the curriculum be made to adapt to the special needs of teacher and student?

We began to answer these questions by defining our general commission in terms of seven specific purposes.

First, PERC is responsible for the development of a large body of PLATO-presented instructional materials for beginning readers at the elementary school level.

Second, PERC is responsible for the development of a reasonable model of the learning-to-read process.

Third, PERC is responsible for the development of a beginning reading curriculum that utilizes the instructional materials within the scope, sequence, and logical structure of the learning-to-read model. Note that these first three purposes are in no sense independent of one another. The exact nature of the materials to be produced is often dictated by the learning-to-read model; and the model itself is easily influenced by the knowledge of how children learn that we gain from experimental use of the instructional materials.

Fourth, because we are pioneering in the development of computer-based curricula, one of PERC's responsibilities is to develop principles of child-computer interaction that will be both valid and general. Specifically, our

*The PLATO IV Student-Author Terminal**

Audio-Visual Display

(1) Plasma Panel
- 8 1/2 inches square, transparent, flat glass plasma panel 262,144 (512 x 512) individually digitally addressable points under computer control
- writing speed of 180 characters per second, 60 lines per second
- capability of displaying up to 2,048 characters on the screen

256 immediately available characters (128 standard type face, 128 author-designable)
- inherent memory in display panel
- response time of .2 second to student input

(2) Slide Selector
- back projector through plasma panel allowing superimposed slide images and display graphics
- capacity of 256 colored slides in microfiche format randomly addressable by computer
- mean access time of .2 second

(3) Audio Equipment
- interchangeable discs with the capacity to store 23 minutes of random-access audio messages, varying in length from .36 seconds to 44 seconds–under computer control
- average access time of .5 second

Input

(1) Keyset

Standard typewriter characters plus special function keys

(2) Touch panel

256 positions (16 x 16) individually addressable by touch–under computer control

Authoring Mode

With a few keypresses, any PLATO IV student terminal can be used as an authoring terminal. The programming language, TUTOR, is based on English grammar and syntax and is designed for use by teachers who have had no previous experience with programming languages. Authoring is done on-line, and at any time the author may compile his program and go through the lesson in student mode.

Student and Lesson Data Gathering and Management

Student response data deemed significant by the author of a lesson can be collected on-line by the lesson, which can then use that data to modify its pattern of response to the student. Alternatively, *every* student response during the course of an entire class can be dumped to disc and the data analyzed off-line according to specified criteria.

* Reprinted from Educational Technology, February, 1974
"The PLATO Reading Project: An Overview," by Priscilla Obertino

purpose is to develop "rules of thumb" about display organization and response processing that will enable subsequent curriculum projects to reduce the amount of start-up overhead inherent in the development of any curricula.

Fifth, because we are pioneering the large-scale classroom implementation of computer-based curricula, one of our responsibilities is to determine what some of the viable alternative forms of implementation are. It makes no sense for us to assume that we can learn more about a teacher's students than the teacher does, and that therefore the teacher should subserviently accept both our conclusions and our curriculum. In fact the only curricula which are ever effective in a classroom are those that the teacher perceives as being effective. One of our purposes thus must be to find patterns of classroom use that satisfy the teacher's needs.

Sixth, growing out of our need to find alternative modes of classroom implementation comes our responsibility for developing a curriculum management system that will interface between our instructional materials and the reading model on one hand, and the constraints and limitations of PLATO on the other. The system must be powerful, of course; but because we cannot predict exactly what form the materials or the model or classroom utilization might take in the future, it must also be very flexible in the sorts of structures it will accept.

Seventh, also growing out of our responsibility to experiment with alternative modes of classroom implementation comes our responsibility for developing a powerful teacher-administered instructional materials management system. It seems quite likely to us that some teachers will find the materials we develop quite unsuitable for their advertised purpose but admirably suited for some other use, and they will reject our curriculum out of hand and will propose a sequencing of materials quite unlike anything we had expected. For us to deny them the power to arrange materials as they see fit might well be to doom the curriculum for their classroom. Therefore a management tool at least as important as the curriculum management system is a teacher-oriented system that will encourage the teacher to exercise as much or as little control over our materials as he/she desires.

These, in brief, are the goals of PERC. For those interested in additional detail, a more copious discussion of each of the goals follows.

1. Instructional materials

The bulk of this report consists of brief summaries of all PERC lessons running (but not including those still under development) as of August 1974. These lessons were designed to achieve at least a "thin" coverage of the objectives included in the learning-to-read model described below. Although these lessons assume a variety of formats, almost all share certain features of structure and design.

In the first place, all of them are modular. This means that most of them are self-contained and come equipped with an inherent pretest, an inherent posttest, and the ability to be attached to any node of any curriculum if the decision is made that they should be so attached. Modularity does not imply similarity of internal pedagogical structure, nor does it imply similarity of pretests and posttests among modules.

All of them are designed to require no more than 15 minutes of concentrated activity, and the vast majority require less than five minutes. The reason for this is that we wish to achieve maximal variety in every session. Generally a student is allowed to choose whether or not he wants to continue on in an activity or try something different. The few activities we have that do require 12 to 15 minutes are those which offer a large amount of internal variety. In general, the more monolithic the activity appears to be from the student's point of view, the shorter the duration of the activity before the student is given a chance to take a break.

All of them, naturally, are adaptable to our curriculum management system. There is no special credit due the activities for this feature since virtually any activities written by virtually anybody can be adapted for use by the management system by adding a few lines of TUTOR to the program.

Almost all of them will automatically collect and make available five kinds of data: (1) program failure data collected by PLATO system-level subroutines; (2) design failure data collected by Bob Yeager's lesson-adaptive interaction subroutines; (3) performance outcome data, generally summarized as a single number, for use by the management systems; (4) data-base adequacy data for lessons that draw from such data bases as vocabulary lists which we are trying to standardize and improve; (5) performance analysis data that is made available on-line (and ultimately in a hard-copy format) and that provides detailed analyses of a student's interactions with the material, and the educational implications of that interaction. Only the third and fifth categories will be retained after the material has been in use for a few months. We perceive an important part of our job to be extensive experimentation with various formats and levels of data reporting in individual student performance analysis. We intend to draw some firm conclusions about "best" and "worst" in this area, but we don't expect to have the necessary data to draw those conclusions until late 1975 or early 1976.

2. Learning-to-read model

Initial development of this model began in June 1971. Our work at that time took two distinct paths: a review of existing research into the general cognitive processes of children, and a task analysis of the terminal objective of "being a competent reader." Over the next few months we pursued both tasks, letting information gleaned from our library work resolve some of the ambiguities of our task analysis. By October we had developed a logical (though not necessarily psychological) model of the steps needed to move from illiteracy to reading competence. Our next step was to decide what subset of that model was appropriately the responsibility of a K-1 reading curriculum, and to develop specific behavioral objectives for the various components of that subset so that we would have a means of measuring student performance in our curriculum. We have regarded the model as essentially complete since March 1972, but we expect it to change substantially as we gain experience with the real learning patterns of real children. It should be noted that we don't believe that any model can be known accurately to reflect what really happens inside the human skull, and that all we hope from our model is to avoid sequences of activity that are completely wrong. It should also be noted that there are deep conceptual problems involved in the validation of the model: if a child fails some aspect of our curriculum, it is clear that either the materials of instruction were poorly done or that the sequence of materials was wrong, but resolving the question of which of those two is the true explanation will be both laborious and time-consuming. We regard the development of a fully validated model as a desirable activity, but we do not believe it to be within the scope of our commission.

With these cautions in mind, we set about to construct a tree of objectives embodying the following positive notions.

In the first place, one of the great advantages of our medium is its considerable capacity to collect, store, and manage data. This capacity could prove to be a powerful tool both in diagnosing and remediating reading difficulties and in analyzing the effectiveness of individual lessons. To make good use of this tool, however, we needed to state our goals in terms clear enough to allow correlations between the student responses our programs count and classify and the learner's progress or lack of progress. For this reason we chose to state our objectives in behavioral terms.

In making this choice we were aware that a trivial "teaching to the objective" can result from the misuse of behavioral goals. Consequently, we always maintain a distinction between the goal and the means employed to reach that goal. For our purposes a behavioral objective does not limit the strategies or materials a lesson employs, or even the number of objectives a single lesson may address.

Because of this intentionally loose fit between objective and means, it may seem that we are giving away with one hand the specificity we were reaching for with the other. In a way we are. But this degree of uncertainty seems to be a permanent feature of a cognitively rich educational undertaking. Moreover, our general philosophy does not prevent us from making a close fit between objective and lesson where such a strategy appears to be pedagogically effective.

A second notion we wished to follow up was this: we wanted the structure to allow a student to advance as far as possible on the basis of his strong points before being required to learn a skill or pick up a piece of information which offers him difficulty. Implementing this idea obliged us to break down reading, defined as the understanding of ideas presented in the written version of one's language and in a manner suited to one's age and experience, into a sequence of skills arranged in order of necessary priority of acquisition.

Our judgments as to what constitutes a discreet "skill" and which of these skills must be acquired before others were necessarily tentative. And, of course, although a student is not required to learn a given skill until ignorance of that skill blocks his further progress through the curriculum, he is given the opportunity to learn the skill at the appropriate point in his course of study. One advantage of allowing the student to operate in this mode is that the freedom to pursue activities in which he is strong and which he enjoys presumably enhances motivation to learn, while at the same time his weaknesses are pinpointed and remediated before they create hidden blind spots in his understanding. (An example of such a "blind spot" is the case of the child who apparently "reads" phonetically controlled text, but who is in fact decoding only the first letter in each word, then guessing for context -- when faced with uncontrolled text, he is functionally illiterate.)

The third set of ideas which shaped the growth of the reading "tree" concerns the actual content of the curriculum. Put simply, the content falls for the most part into the following categories: (1) information about the alphabetic code, both in its individual elements and in larger sound-spelling patterns; (2) opportunities for building a "sight-word" vocabulary; (3) chances to freely explore popular children's trade books and samples of the student's own language; (4) lessons involving semantic and syntactic decoding at sentence level and above; and, finally, (5) exercises to evaluate and increase comprehension, defined at various levels in the tree itself. In short, we wanted to provide a systematic introduction to the skills and information needed to unlock the meaning of unfamiliar texts, and at the same time to encourage learning by other means -- sight, association, and any number of ways idiosyncratic to individual students.

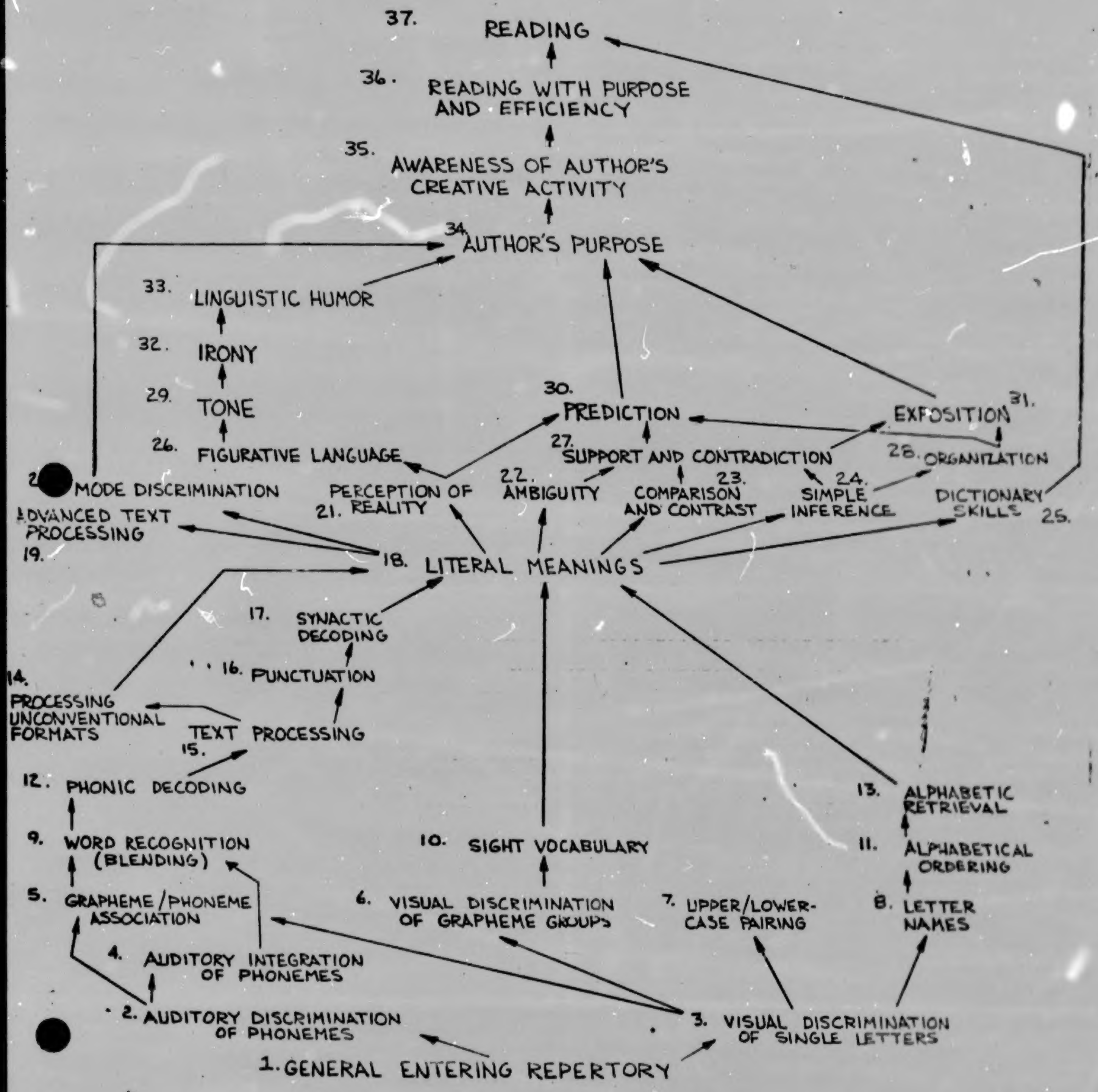
Before taking a look at the PERC curriculum structure, a simplified version of which appears below, the reader would do well to get a clear picture of what the tree is not. In the first place, the structure was not intended to group reading skills under preconceived categories. The position of an activity on the tree, moreover, does not in any sense reflect the value of that activity according to some philosophy of literacy or imply to what degree that activity should be stressed in a given child's program. Finally, depending on the results of diagnostic testing, not every child will encounter lessons in every objective, nor will every child pursue the same path through the curriculum.

To read the tree, start at any one of the lowest objectives, each of which presumably represents a valid entry point. The linking of skills by vertical lines indicates that skills lower on the line have tentatively been judged to be prerequisite to the acquisition of skills higher on that line. This relationship does not apply to the relative vertical position of skills not linked by lines.

In fact, given the absence of a fundamental scale, relative vertical position of objectives not linked by lines conveys no information at all. The same goes for relative horizontal position of tasks.

Note: To reproduce precisely each objective appearing in the curriculum as it is presently running under the management of CMS would demand inordinate amounts of space and to examine each one would require inordinate amounts of patience. Accordingly, in not a few cases I have both collapsed many objectives into one and avoided detailed behavioral statements.

THE PLATO ELEMENTARY READING CURRICULUM
STRUCTURE OF OBJECTIVES


37. READING
36. READING WITH PURPOSE AND EFFICIENCY
35. AWARENESS OF AUTHOR'S CREATIVE ACTIVITY
34. AUTHOR'S PURPOSE
33. LINGUISTIC HUMOR
32. IRONY
29. TONE
30. PREDICTION
EXPOSITION 31.
26. FIGURATIVE LANGUAGE
27. SUPPORT AND CONTRADICTION
28. ORGANIZATION
2 MODE DISCRIMINATION
PERCEPTION OF 21. REALITY
22. AMBIGUITY
COMPARISON AND CONTRAST 23.
SIMPLE INFERENCE 24.
DICTIONARY SKILLS 25.
ADVANCED TEXT PROCESSING 19.
18. LITERAL MEANINGS
17. SYNACTIC DECODING
16. PUNCTUATION
14. PROCESSING UNCONVENTIONAL FORMATS
TEXT PROCESSING 15.
12. PHONIC DECODING
13. ALPHABETIC RETRIEVAL
9. WORD RECOGNITION (BLENDING)
10. SIGHT VOCABULARY
11. ALPHABETICAL ORDERING
5. GRAPHEME/PHONEME ASSOCIATION
6. VISUAL DISCRIMINATION OF GRAPHEME GROUPS
7. UPPER/LOWER-CASE PAIRING
8. LETTER NAMES
4. AUDITORY INTEGRATION OF PHONEMES
2. AUDITORY DISCRIMINATION OF PHONEMES
3. VISUAL DISCRIMINATION OF SINGLE LETTERS
1. GENERAL ENTERING REPERTORY

PLATO Elementary Reading Curriculum Objectives

(Key to Structure Diagram)

1. GENERAL ENTERING REPERTORY

    a. The student understands the dialect of English usually spoken on network television.

    b. The student can attend to a cluster of stimuli similar to those of a television program for at least five minutes.

    c. The student has visual acuity of at least 20/200 in the better eye, and the vision in that eye subtends an arc of at least 20 degrees.

    d. The student has sufficient aural acuity that any hearing loss would not be technically described as greater than mild.

    e. The student has sufficient intelligence and psychomotor maturity to carry out instructions of the following sort when the objects referred to are about the size of dimes and are contiguous with one another. "In front of you are pictures of a boy, a girl, a dog, a book. Touch the boy."

2. AUDITORY DISCRIMINATION OF PHONEMES

    a. Given a group of words, two of which have the same initial, final or medial sound, the student indicates which two words have the specified similarity.

    b. Given words which are phonemically different in either the initial, final, or medial position, the student indicates in which of those positions the words are different.

3. VISUAL DISCRIMINATION OF SINGLE LETTERS

    Given a grapheme, the student indicates the identical grapheme in a field of other graphemes.

4. AUDITORY INTEGRATION OF PHONEMES

    Presented aurally with a target word containing no more than three phonemes with short pauses between each phoneme, the student identifies a picture of the object represented by the target word in a field of other pictures, given that the target word is part of his oral vocabulary.

5. GRAPHEME-PHONEME ASSOCIATION

   a. Given a grapheme, the student selects a picture of a word containing the sound the letter represents.

   b. Given a phoneme in a morphemic environment, the student correctly chooses the grapheme which represents the phoneme.

6. VISUAL DISCRIMINATION OF GRAPHEME GROUPS

   Given a sequence of graphemes, the student identifies the identical sequence in a group of other sequences.

7. UPPER AND LOWER CASE PAIRING

   Given the upper case or lower case representation of a grapheme, the student locates its lower- or upper-case equivalent from a field of graphemes.

8. LETTER NAMES

   Given any letter name orally and a selection of graphemes from which to choose, the student selects the appropriate grapheme.

9. WORD RECOGNITION (BLENDING)

   Given a monosyllabic word composed of phonemes with a one-to-one phoneme-grapheme correspondence, the student blends the phonemes into a word, which, if it is in his oral vocabulary, he recognizes, whether he has spoken the blend aloud or not.

10. SIGHT VOCABULARY

    a. The student recognizes at sight those monosyllabic and phonetically irregular words he encounters frequently in his reading.

    b. The student recognizes at sight those phonetically regular words he encounters frequently in his reading.

11. ALPHABETICAL ORDERING

    Given a selection of letters in random order, the student arranges the letters in correct alphabetical sequence.

12. PHONIC DECODING

Given the full set of middle-class, midwestern American English phonemes and rules governing their correspondence with the various graphemes, the student recognizes any word for which the rules exactly determine the pronunciation. In cases of ambiguous determination, but where the word is known orally to him and the written contest defines it, he recognizes it whether he has pronounced it aloud or not.

13. ALPHABETIC RETRIEVAL

Given an alphabetical list of information, the student retrieves any specified piece of information.

14. PROCESSING UNCONVENTIONAL FORMATS

Given written information in an unusual format but the correct directional sequencing of which is unambiguous, the student employs effective strategies for recovering the information.

15. TEXT PROCESSING

Given a selection written in an ordinary left-to-right, top-to-bottom format, the student processes the selection in this conventional order.

16. PUNCTUATION

The student demonstrates a knowledge of the function of punctuation sufficient to allow him to decode correctly sentences which, without punctuation, would be ambiguous.

17. SYNTACTIC DECODING

a. The student controls a sight-word vocabulary and phonetic decoding skills sufficient to allow him to interpret and comprehend the literal content of simple and compound sentences presented in written form.

17. SYNTACTIC DECODING (Cont.)

b. The student correctly identifies as having identical meanings those sentences which are unambiguously repatterned statements of the same idea.

c. Given a series of sentences of arbitrary complexity but with clausal embeddings to a depth no greater than two and phrasal embeddings to a depth no greater than four, the student correctly restates the ideas of the sentence in his own words.

18. LITERAL MEANINGS

a. Given questions of the type, "Who did x?"; or "When and where did x happen?"; or "How did x feel?"; or "Why did x happen?" where such questions are answered explicitly in the passage, the student correctly answers the questions.

b. Given a selection in which the main idea is explicitly stated, the student correctly identifies the main idea.

19. ADVANCED TEXT PROCESSING

Asked to find specific information in a passage, the student employs text-processing strategies appropriate to the purpose.

20. MODE DISCRIMINATION

Given a selection in which important information is presented by non-linguistic means, the student correctly discriminates between the pieces of information supplied by each mode of presentation.

21. PERCEPTION OF REALITY

a. The student distinguishes among the actual, possible and fanciful elements of a reading selection, identifying as actual those events commonly agreed to have happened, as possible those elements commonly agreed to be within reasonable expectation of happening, and as fanciful those elements which the current audience agrees are not possible. He distinguishes among these elements with the verbalized proviso that the distinctions are certainly based on incomplete knowledge and are, therefore, subject to change.

b. The student distinguishes between testable and untestable statements and forms opinions in such a manner that an opinion could include either or both types of statements.

22. AMBIGUITY

a. Given a selection in which the literal meanings of one or more passages are ambiguous, the student correctly identifies the passages and states their optional interpretations.

b. Given a sentence that is multiply ambiguous because of unknown words, the student recognizes the irresolvable nature of the ambiguities and requests enough additional information to resolve those ambiguities.

23. COMPARISON AND CONTRAST

Asked to find similarities and differences between two explicitly similar or different items in a single selection, the student does so.

24. SIMPLE INFERENCE

The student demonstrates an ability to draw correct and supportable inferences from a passage. These inferences will not contradict explicit information in the passage , and the student will cite or locate at least one explicit detail in the passage that supports his inference.

25. DICTIONARY SKILLS

a. Given a word whose meaning is not clear from context, the student consults a dictionary in an attempt to resolve the ambiguity.

b. Given a written word which he would recognize if spoken orally, the student correctly defines the word after having consulted a pronunciation key.

26. FIGURATIVE LANGUAGE

Given a selection containing figurative uses of language, the student correctly identifies the passages where such uses are employed and presents a plausible interpretation of the meaning of the figure and a plausible speculation for the author's employment of it. "Plausible" is taken to mean "not contradicted or made unlikely by the text."

27. SUPPORT AND CONTRADICTION

Given statements purportedly drawn from a passage he has just read, the student distinguishes between those which are explicit in the passage, those which are inferences supported by the passage, and those which contradict some portion of the passage.

28. ORGANIZATION

a. Given a selection in which temporal or spatial modes of organization are used, the student correctly identifies the mode or modes employed.
b. Given a selection in which the correct order of events in unambiguous but in which the order of presentation is not chronological, the student correctly rearranges the events chronologically.

29. TONE

The student correctly identifies the author's primary attitude toward his subject through supported reference to the tone of the author's writing.

30. PREDICTION

The student, having read enough of a story to gain information about the personalities of the characters and the nature of the central conflict, predicts an outcome for that story and defends his prediction through references to explicit detail and inference not contradicted by explicit information.

31. EXPOSITION

The student, having been acquainted with the thesis statement of an essay and having various pieces of evidence purportedly relevant to the thesis statement, proposes arguments which support the thesis statement and which are in turn supported by the evidence.

32. IRONY

Given a reading selection in which there is a discrepancy between the content of the material and its tone, the student recognizes such discrepancies.

33. LINGUISTIC HUMOR

Given a selection in which the literal meanings of one or more passages could be ambiguous outside of the context, the student correctly identifies the passages and state their alternative interpretations.

34. AUTHOR'S PURPOSE

Given a reading selection which purportedly has a single rhetorical purpose, the student identifies some such rhetorical purpose that, when questioned, he can demonstrate the presence of by reference to explicit items in the text or by inference not contradicted by the text.

35. AWARENESS OF AUTHOR'S CREATIVE ACTIVITY

About written selections of all types the student verbalizes and defends by reference to examples the idea that written material is at best an abstraction from reality in which decisions concerning selection and abstraction are made by the author.

36. READING WITH PURPOSE AND EFFICIENCY

Given a selection to read, the student defines a realistic purpose in his reading of the selection and will employ skimming, scanning, and fixation strategies appropriate to his defined purpose.

37. READING

Reading is defined as understanding ideas presented in the written version of one's language and expressed in a manner appropriate to one's age and abilities.

3. Curriculum

An actual curriculum must reflect not only the instructional materials and the learning model for the discipline in question, it must also take into account the vagaries of the presentational medium and the largely intangible "culture" of the discipline. Thus if I really want to become a good sculptor, it is not sufficient for me to study the techniques of sculpting: that approach may make me a competent technician of stone, but it will not make me a sculptor in the fullest sense of the word. By the same token we believe that PERC has a much greater chance of teaching reading effectively if it makes the act of reading as physically, mentally, emotionally, and spiritually rewarding as possible. As of this date we have, of course, built the logical backbone of a curriculum by developing our model and the supporting instructional materials; but more than that we have developed some additional instructional materials and approaches that don't fit comfortably within the logical structure of the model but that may nevertheless be among our most important developments in building a child's desire to read and his comfort with the medium of print.

The materials described below are not currently attached to any given concept within our curriculum, but we consider them a very important part of what we are trying to do. Without them, we believe that the rest of our materials would be perceived as substantially more dry and lifeless than they will be perceived in the linguistically rich context of the following sorts of materials.

Interactive stories -- These are stories in which an initial exposition sets up a problem situation for the central characters. The child is asked to choose from 2, 3, or 4 different alternatives the solution he wishes to pursue. The story turns down his chosen path and the cycle is repeated until the story reaches a conclusion. A story may be convergent and force the child back to an earlier decision point when the consequences of the solution he chose prove themselves unsatisfactory, or it may be divergent and have a large number of possible final outcomes.

Only two of these stories have been written so far but we plan to have at least ten more by September 1974. In some ways they seem an ideal way to teach various aspects of comprehension, but our experience with them indicates to us that they are difficult to draw unambiguous analyses from. For example, one might assume that a child who chooses an "unreasonable" solution to a problem didn't understand the problem: in fact many children habitually choose the "wrong" answer (as do most adults who try the stories) simply because they want to see what PLATO will do, or because they finally have a painless opportunity vicariously to engage in "irresponsible" decisions. Because all the words of the stories will be touch sensitive, they will offer children a good opportunity to become more intimate with the print medium; because the stories are read aloud by PLATO, they will offer a substantial opportunity to involve children with reading. We hope to find ways of "getting inside" the stories and abstracting meaningful information about students from the way students interact with them, but we're not at all sure that that will be possible.

Experience stories -- Many primary grade teachers commonly use the stories dictated to them by a child as the source of that child's initial reading instruction. We have developed a series of programs that enhance and simplify this "language experience" approach to reading. In their current implementation, the programs allow a teacher to type a story into PLATO as it is dictated. Later in the day the teacher uses another part of the program to record the words of the story and the lines of the story. The next day the child can "read" his story simply by touching its words, or he can read whole lines by touching a dot displayed on the screen just to the left of each line. The programs automatically collect data on the frequency with which various words are used and the frequency with which they are touched. The attractiveness of this approach to reading is clear, but we don't feel we have arrived at the best implementation of the programs yet.

The questions that we feel must be answered are: Is there a recurring vocabulary of 300 - 400 words that can be pre-recorded to take some of the load off the teacher? How many stories can be put into one system "storybook"? How many will fit audially on one audio disk? Can the lexicon be improved to take advantage of our knowledge about a child's current decoding skills so that when he asks for pronunciation of a word (by touching it) we can determine if he should be required to sound it out himself? Are there practical ways by which a child can "post" his story so that other children can read and share it?

Commercially published stories -- We have concluded general agreements with more than 20 children's book publishers that will allow us to make the pictures and words of their books available in a touch sensitive mode on the PLATO terminal. We are still in the very early stages of the use of these materials, and we are still trying to make some generalizations about display format (they are our first major experiment with color microfiche). Since they use much of the programming that the language experience stories use, we can greatly enhance the pedagogical attractiveness of the stories (although we are not free to alter their words or internal structure). Publishers are currently allowing us to use their books on a royalty free basis for a limited time.

Interactive sentence building -- We have developed the pilot model of a reasonably powerful syntactic and semantic parser, and have employed it in a program that allows children to generate free-form sentences from a limited lexicon. The lexicon is chosen so that all possible sentences result in the depiction of an action. We have PLATO illustrate through animated figures the action that the child has described with the sentence. In the current implementation we illustrate the action even if it is semantic nonsense (e.g., the house carries the man). The activity has the flavor of a game to it in that syntactically correct sentences are rewarded with a display. Ultimately, we will attempt to "get inside" the interaction between the program and child, with the goal of discovering how to structure the interaction more purposefully (e.g., "Write a sentence that would make these pictures happen.") so that the program can serve specific conceptual objectives.

The activities listed above all have a conceptual richness that makes them impossible to categorize as being in the service of any specific conceptual objective. Over the next year we hope for two things: to get a better handle on them so that they can more specifically serve our needs without changing their basic character; and to develop more things like them.

4. Principles of lesson design

Once the last of our major hardware problems had cleared up (around January 1973) we were able to begin assessing the effectiveness of our various lesson designs. Many of the early failures of our lessons could be attributed to the omission of relatively simple procedures to handle appropriate and unexpected responses. Other major design errors involved overly complex interaction strategies, unclear relationship of audio and visual displays, and ambiguous handling of correct and incorrect student responses. After a substantial amount of analysis and observation we corrected most of the observable design errors and developed several basic principles of lesson design that have found expression in internal memos and will ultimately appear as external documentation.

An unexpected dividend of our lesson design work has been the development of a set of response-adaptive subroutines that can be made a part of any interactive frame. Developed by Bob Yeager, they give any frame in which they are used some semblance of responsiveness to the response patterns of the students typically encountering the frame. With virtually no effort on the part of the PERC staff, well designed interactions adapt their responsiveness to students to account for the interactions' internal "noise." Badly designed interactions automatically generate data that can help the lesson designer improve the interaction.

5. Patterns of classroom use

For a long while we considered locating all the terminals for one school in a single room and scheduling whole classes of students into it. For several reasons it became clear that this would not be a good plan: (a) PLATO might well be regarded by teachers and students as an "extra" like music or PE or the library, not an inherent part of the instructional process; (b) certain storage constraints of the PLATO system might be violated; (c) substantial additional supervisory help would be needed -- help that might not be available at the termination of the project's funding; (d) with many teachers moving toward more freely structured use of time by students, and with PLATO being potentially one of the most highly individualized media available, it seemed both anachronistic and paradoxical to force rigid scheduling. The alternative installation model was to put enough terminals in each teacher's classroom to allow each of her students to interact with PLATO for from 15 to 20 minutes each day. The actual number of terminals needed in any given classroom is a function of the number of students and the amount of time each day that a teacher is willing to devote to letting her children work individually or in small groups. Assuming that a teacher has 25 students each of whom is to spend 15 minutes per day on PLATO, if the teacher is an "open" teacher whose classroom is unstructured four hours per day then the room will require only two terminals. But if the teacher breaks her class down into small groups for only two hours during the day, four terminals will be needed.

Over the past school year (1974-1975) our experience with fifteen teachers in a variety of classroom settings ranging from "open" to "traditional" and including K, K-1, 1, 1-2, and remedial environments, has shown that

a) even very young children can interact with our lessons successfully with a minimum of adult supervision, and that

b. PLATO can adapt to varying classroom environments without disrupting the teacher's usual way of doing things.

What we do not know yet is how varying modes of implementation affect learning, and what effect PLATO might have on a teacher's management of the classroom in the long run. Some answers to these questions may be forthcoming in the second year of our full-scale implementation, 1975-1976. During that year some four or five PLATO experienced-teachers will be working closely with members of the PERC staff to arrange the presentation of their reading curricula to allow PERC to carry the full burden of initial instruction in some areas. Contrasting the learning results of this mode of presentation with those of less well controlled environments will hopefully yield some significant data.

6. Curriculum management system

Fully described in an article entitled "A Computer-based Curriculum Management System" by John Risken and Ed Webber (Educational Technology, September 1974). The computer-based curriculum management system (CMS) is, briefly, a complete sybsystem of the PLATO system. It provides a curriculum writing language, a curriculum editor, a curriculum compiler, and a curriculum operating system which interfaces between the compiled version of the curriculum and the status records of each student. Among its most important features are (1) its versatile acceptance of virtually any curriculum structure, (2) its freedom from most pedagogical and strategic assumptions, (3) its small demand on the system in terms of permanent storage, (4) its error diagnostics which protect curricula from common errors in logic and typing, (5) its intelligence in adapting to the typical pace of each student when selecting activities for a given session, and (6) its ability to accept constant curricular revisions (both in structure and content) and automatically to update the records of students who have already begun a course. At the option of the curriculum writer it can allow students as much or as little choice as they desire about which activity to pursue next. The PLATO lesson which teaches its use takes advantage of another feature: the system can be used at a variety of levels of sophistication and is thus adaptable both to the needs of the sophisticated curriculum designer and to the needs of the neophyte curriculum writer.

7. Teacher-oriented materials management system

This system is currently functioning but at present does not contain all the features projected for it. With the present system a teacher may, on an individual basis for each child or for any group of children:

1) insert additional activities into the child's queue of current lessons prescribed by PERC.
2) delete activities from the student's queue of current lessons.
3) start the child in PERC at any desired level, then let the curriculum automatically route the child to appropriate activities from that point on.
4) do all prescribing of activities, not making any use of the pre-arranged curriculum.

Additional features we foresee implementing in the not very distant future will tie the current system to CMS. A teacher will thus be able (1) to specify a list of specific activities and a strand or more of some predefined curriculum, and (2) to write her own curriculum and attach our modular materials to it in any sequence she desires.

The Curriculum Chart

The Elementary Reading Curriculum is currently made up of fifty-one objectives. Each objective defines a small part of the larger task of learning to read.

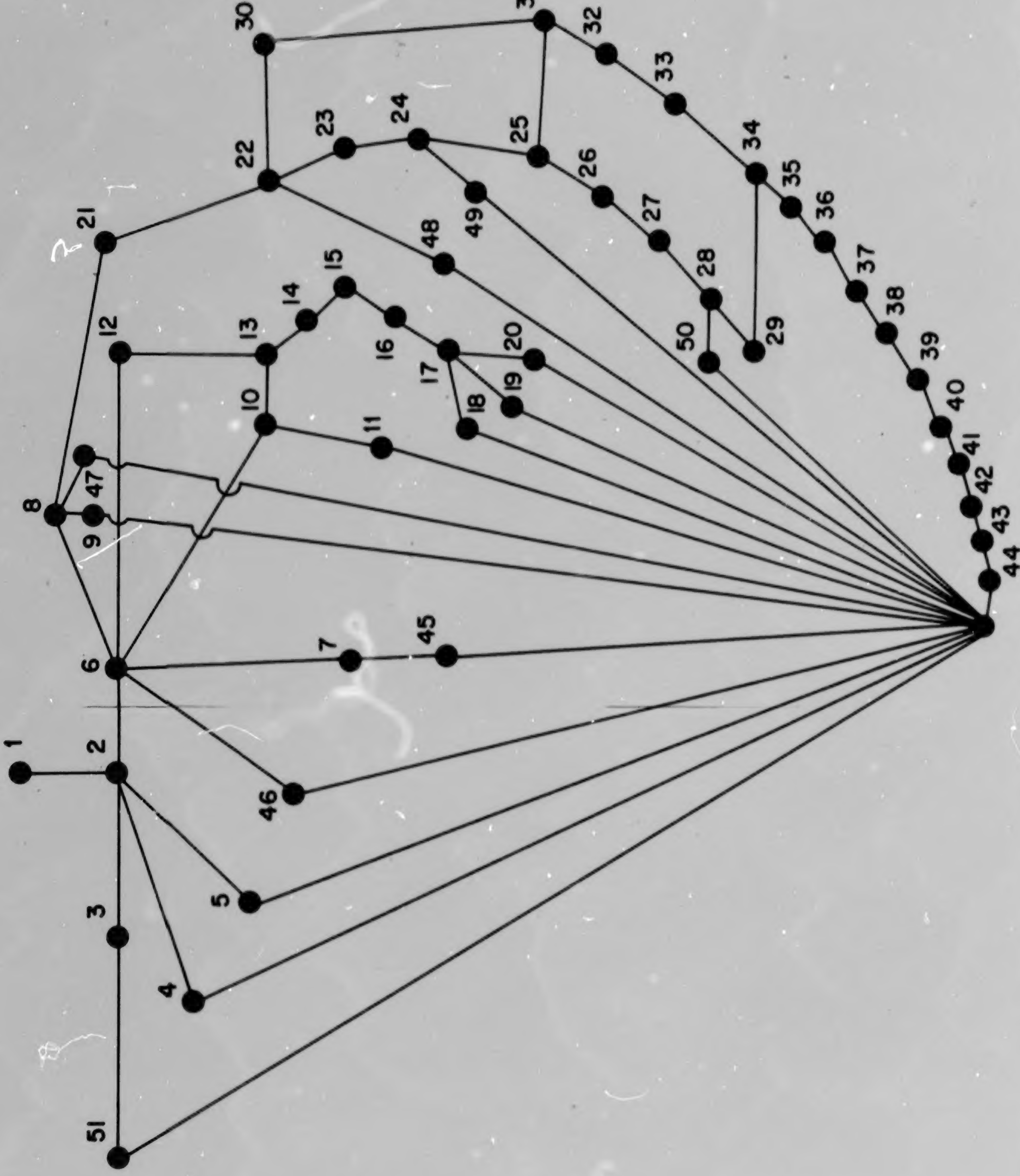
Every objective has a number of activities associated with it. To complete an objective a student must complete the sequence of activities prescribed by that objective.

To complete the entire curriculum a student must complete all fifty-one objectives. The curriculum chart on the following pages shows the paths a student takes through the curriculum.

PLATO ELEMENTARY READING CURRICULUM

Curriculum Chart, August, 1974

1. Initial sign-in procedures
2. Touch panel and keyboard orientation
3. Information about PLATO
4. Practice typing your name
5. Use of the replay key
6. Visual discrimination, letters, gross
7. Visual discrimination, letters, fine
8. Visual discrimination, words, gross
9. Visual discrimination, words, fine
10. Letter names
11. Upper/lower case correspondences
12. Identifying words by initial letters
13. G/P correspondences, letters i, p, n, t
14. G/P correspondences, letters a, s, b, l
15. G/P correspondences, letters e, r, m, d
16. G/P correspondences, letters u, k, h, f
17. G/P correspondences, letters o, c, w, v
18. G/P correspondences, letters y, g, j, z
19. G/P correspondence, -qu-
20. G/P correspondence, -x-
21. High frequency sight words, list 1
22. High frequency sight words, list 2
23. Hightfrequency sight words, list 3
24. High frequency sight words, list 4
25. High frequency sight words, list 5
26. High frequency sight words, list 6
27. High frequency sight words, list 7
28. High frequency sight words, list 8
29. High frequency sight words, list 9
30. Enrichment sight words, animals1
31. Enrichment sight words, face features
32. Enrichment sight words, shapes
33. Enrichment sight words, colors
34. Enrichment sight words, clothing
35. Enrichment sight words, animals2
36. Enrichment sight words, toys
37. Enrichment sight words, household1
38. Enrichment sight words, food
39. Enrichment sight words, vehicles
40. Enrichment sight words, people
41. Enrichment sight words, household2
42. Enrichment sight words, animals3
43. Enrichment sight words, household3
44. Enrichment sight words, misc. words
45. Visual memory
46. Left to right processing
47. Interpretation
48. Concept of up/down
49. Concept of under
50. Concept of left/right
51. Stories

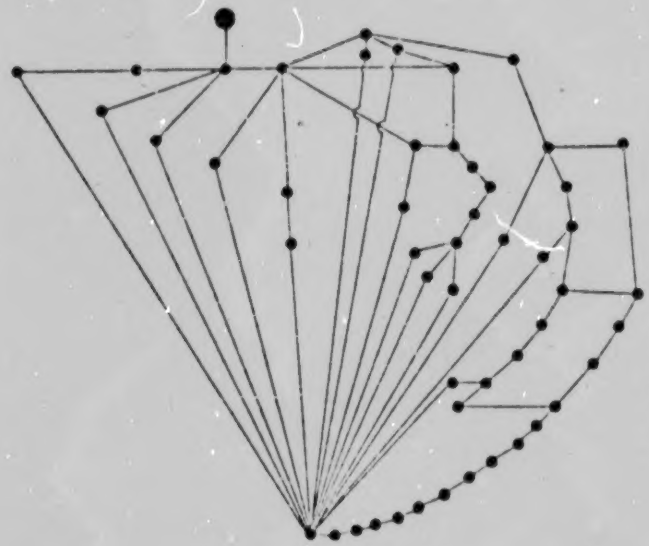


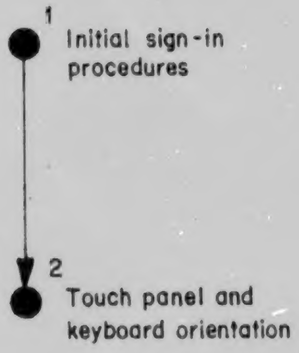
ORIENTATION

Objective — Page

Initial sign-in procedures 2
Touch panel and keyboard orientation 6
Information about PLATO 12
Practice typing your name 15
Use of the replay key 17

Objective: Initial sign-in procedures



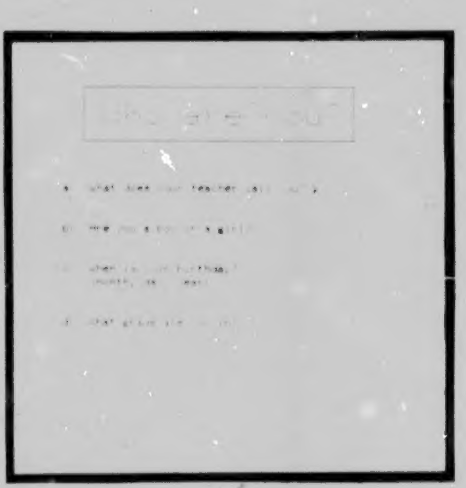

1
Initial sign-in procedures
2
Touch panel and keyboard orientation

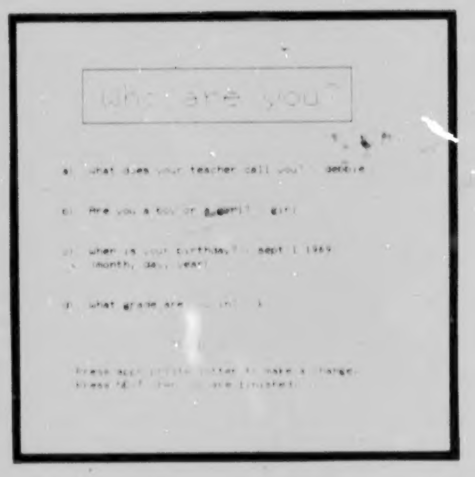
Goal: The teacher will show the student how to use PLATO.

Available activities:

1. Student Information
2. Name Balloons
3. Sign-In Again

Objective: Initial sign-in procedures





Name of lesson: *Student information *

Type of lesson:

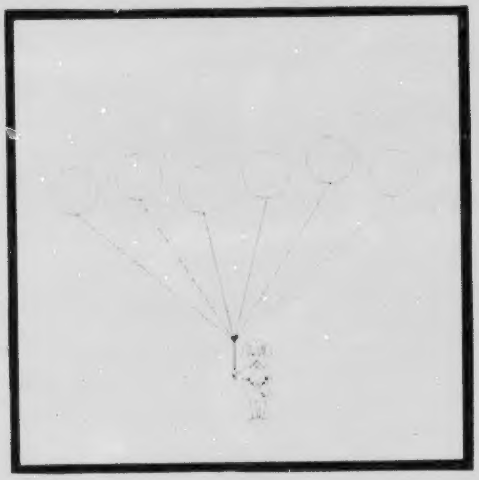
Task: Teacher types in information requested by PLATO.

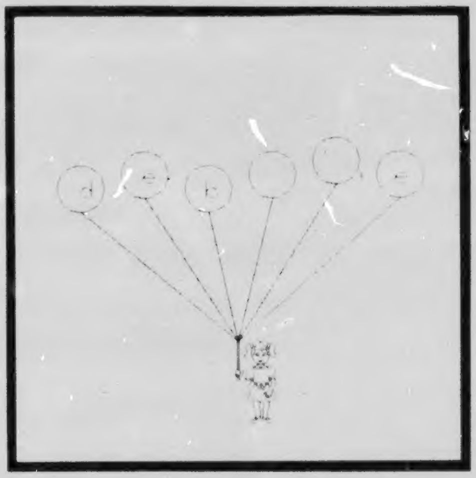
Type of feedback:
None. This is a teacher-operated procedure.

---

*Note: This lesson appears when the student first signs onto the system only if the teacher has not previously entered this information.

Objective: Initial sign-in procedures





Name of lesson: Name Balloons

Type of lesson: Practice

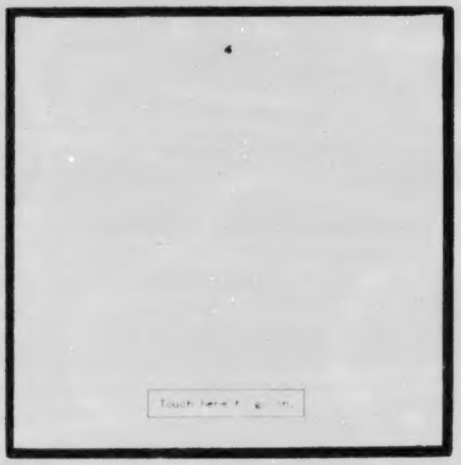
Task: PLATO displays a child of same sex as the child who has signed in. The child is holding number of balloons equalling number of letters in child's name. Student's task is to touch each balloon.

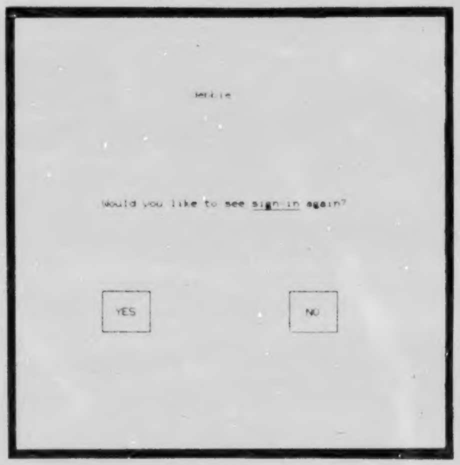
Type of feedback:

Correct response -- When child touches balloon, letter of name appears in balloon.

Incorrect response -- None: at this point adult helper provides feedback. Usually children perform adequately on this exercise.

Objective: Initial sign-in procedures





Would you like to see sign-in again?

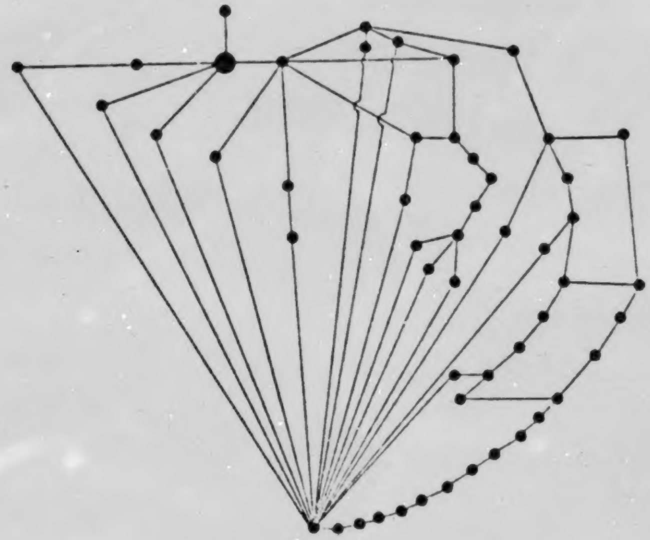
Name of lesson: Sign-in Again

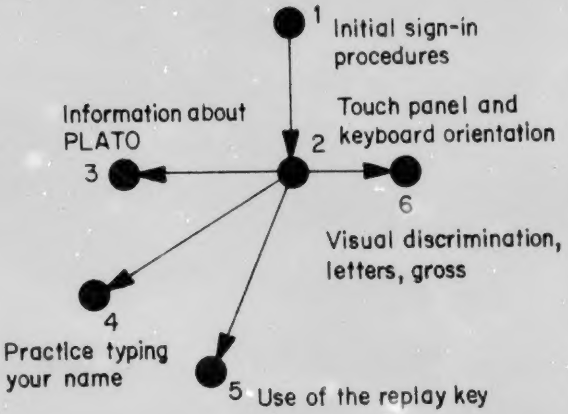
Type of lesson: Practice

Task: PLATO throws child back to initial sign-in display. Child signs himself in.

Type of feedback:
Adult supervises at this point, helping child with any difficulty he has signing himself into system.

Objective: Touch panel and keyboard orientation



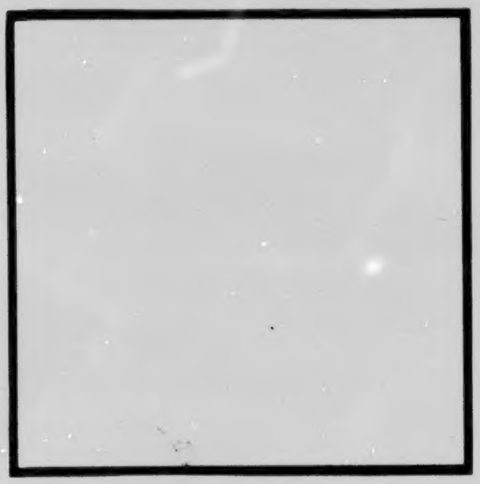

1 Initial sign-in procedures
2 Touch panel and keyboard orientation
Information about PLATO
3
4
Practice typing your name
5 Use of the replay key
6
Visual discrimination, letters, gross

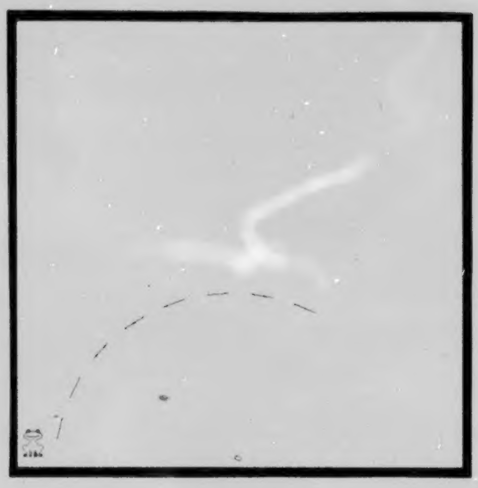
Goal: The student will acquire skills in interacting with the terminal.

Available activities:

1. Practice -- Freddy Frog
2. Practice -- Free Typing
3. Practice -- Funny Faces
4. Practice -- Help the Cow
5. Post-test -- PLATO Says

Objective: Touch panel and keyboard orientation





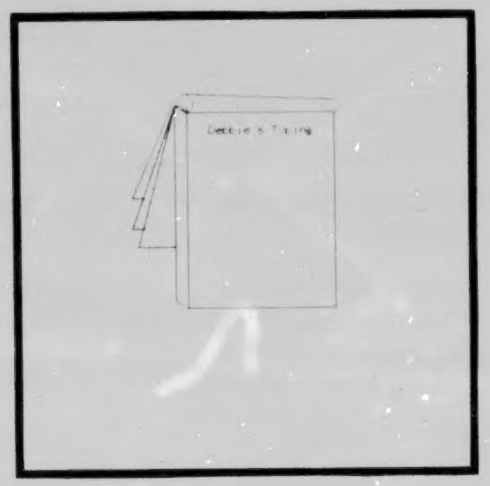
Name of lesson: Freddy Frog

Type of lesson: Practice

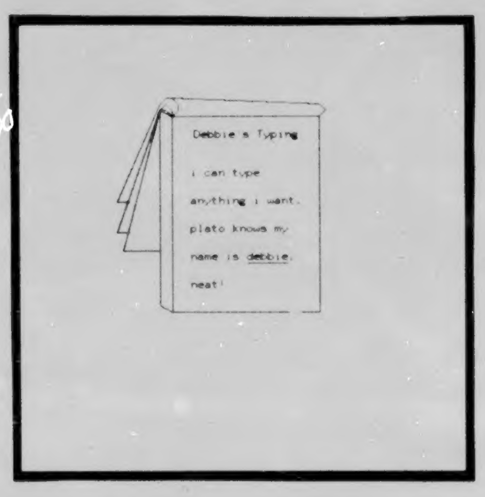
Task: On cue from audio, child makes series of touches on small cartoon frog. After initial touching on cue, child may touch screen freely, causing frog to hop to spot indicated.

Type of feedback:
Appropriate response -- Frog hops
Inappropriate response -- Audio repeats directions, worded differently from original.

Objective: Touch panel and keyboard orientation



Debbie's Typing



Debbie's Typing

i can type
anything i want.
plato knows my
name is debbie.
neat!

Name of lesson: Free Typing

Type of lesson: Practice

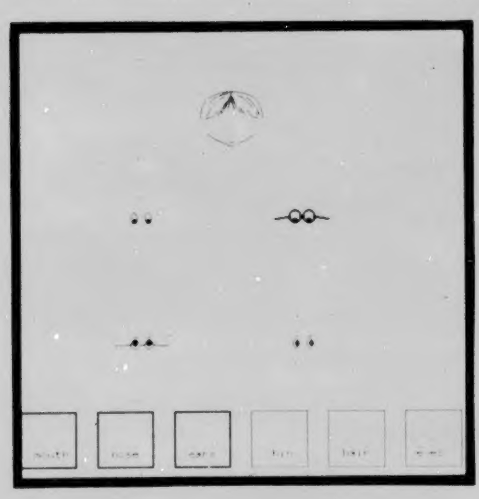
Task: PLATO displays a "notepad." The child may type anything he pleases.

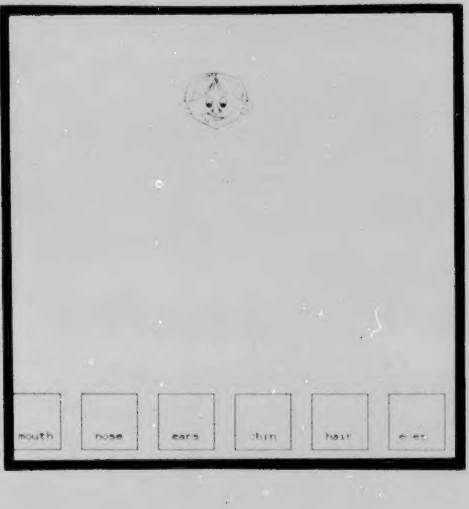
Type of feedback:

Appropriate response -- Whatever the child types appears on the notepad displayed on the screen. If he types his name, it will be underlined.

Inappropriate response -- If the child has not typed anything after a reasonable time, audio encourages him to type his name or to try typing anything at all.

Objective: Touch panel and keyboard orientation





Name of lesson: Funny Faces

Type of lesson: Practice

Task: PLATO displays boxes containing the names of parts of the face. The child is to touch a box containing the name of a part of the face. When he does so, different versions of that part of the face appear. The child then touches the version of the feature he wishes to appear on the face.

Type of feedback:

Appropriate response -- a. touch on box -- corresponding feature appears in four versions

b. touch on one of four versions of feature -- feature chosen is displayed on face.

Inappropriate response -- Audio correction

Items:

mouth

nose

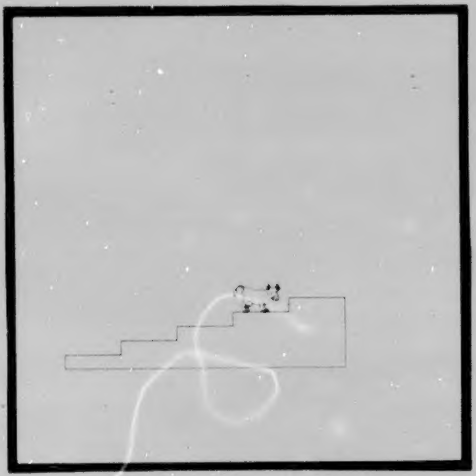
ears

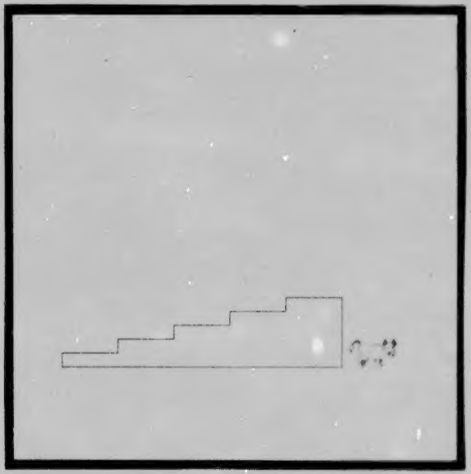
chin

hair

eyes

Objective: Touch panel and keyboard orientation





Name of lesson: Help the Cow

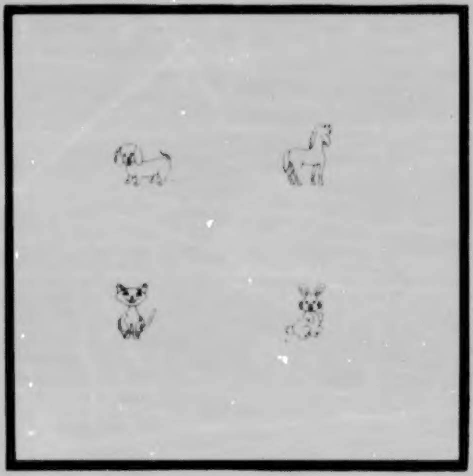
Type of lesson: Practice

Task: PLATO displays a cow and a set of stairs. The child moves the cow up the stairs by pressing the NEXT key. The child helps the cow get back on the stairs after she falls off by pressing the HELP key. The child moves the cow back down the stairs by pressing the BACK key.

Type of feedback:

Appropriate response -- cow moves in direction requested
Inappropriate response -- audio correction

Objective: Touch panel and keyboard orientation



Name of lesson: PLATO Says

Type of lesson: Post-test

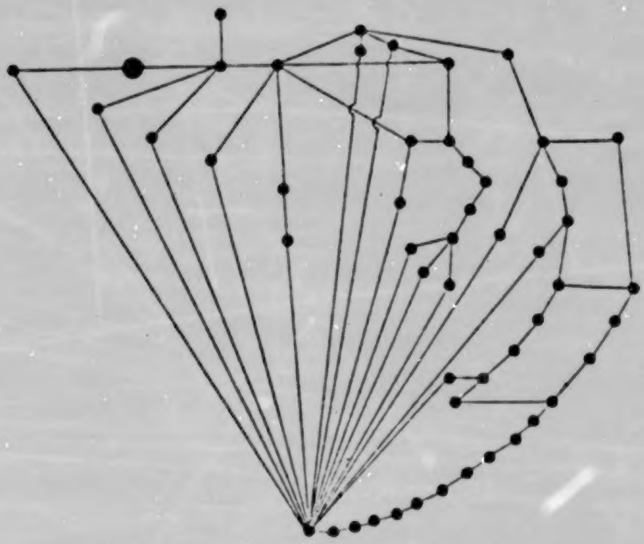
Task: Child is requested by audio to touch various pictures on the screen and to type certain keys.

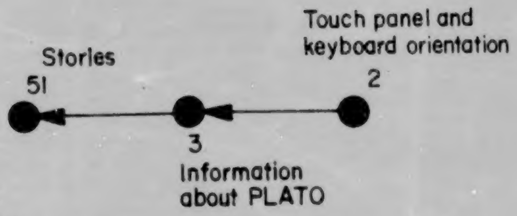
Type of feedback:
Appropriate response -- a. On screen: picture moves, "good" sign displayed, audio praise
b. On keyboard: "good" sign displayed, audio praise
Inappropriate response -- ignored

Items:

1. Press the NEXT key.
2. Press the BACK key.
3. Press the HELP key.
4. Press any white key.
5. Touch the horse.
6. Touch the cat.
7. Touch the rabbit.
8. Touch the dog.

Objective: Information about PLATO



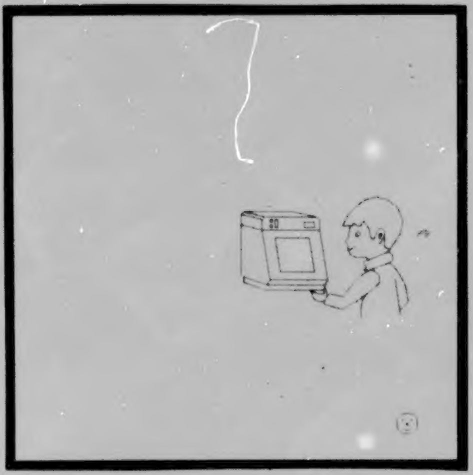

Stories
51
Touch panel and keyboard orientation
2
3
Information about PLATO

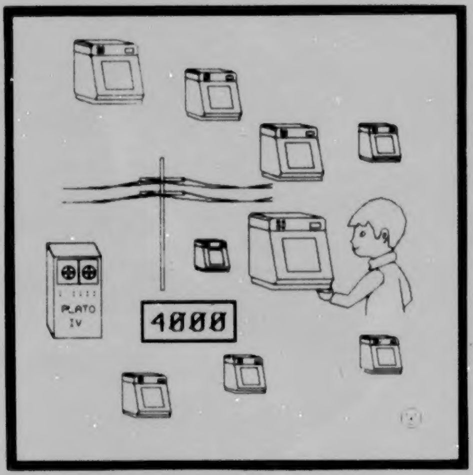
Goal: The student will gain elementary information about how PLATO works.

Available activities:

1. Story -- PLATO Story
2. Practice -- PLATO Train

Objective: Information about PLATO





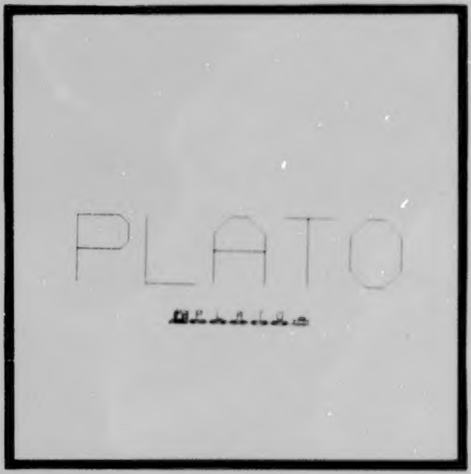
Name of lesson: PLATO Story

Type of lesson: Story

Task: The child experiences an animated story about how PLATO works. Basic idea of information exchange between student, terminal, and computer is presented in a simple format. The child keeps the story going by touching smiling face at specified points.

Type of feedback:
Appropriate response -- story continues
Inappropriate response -- ignored

Objective: Information about PLATO



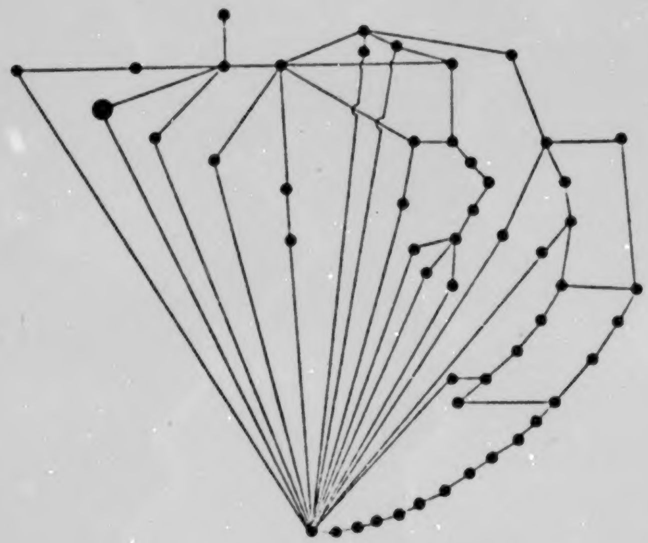
Name of lesson: PLATO Train

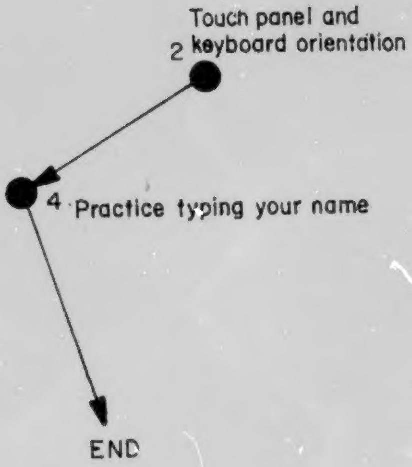
Type of lesson: Practice

Task: Student watches sesame street-type "pop-up" with animations of the word "PLATO."

Type of feedback:
No student response called for.

Objective: Practice typing your name



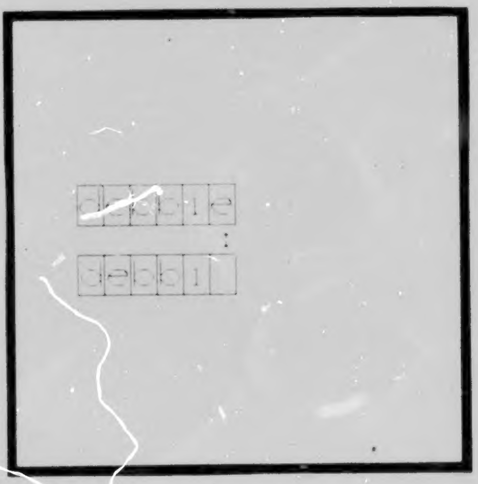

2 Touch panel and keyboard orientation
4 Practice typing your name
END

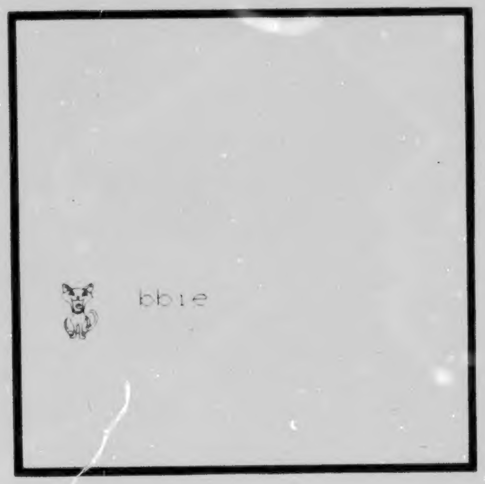
Goal: The student will gain facility in typing his name.

Available activities:

1. Practice -- Type Your Name

Objective: Practice typing your name





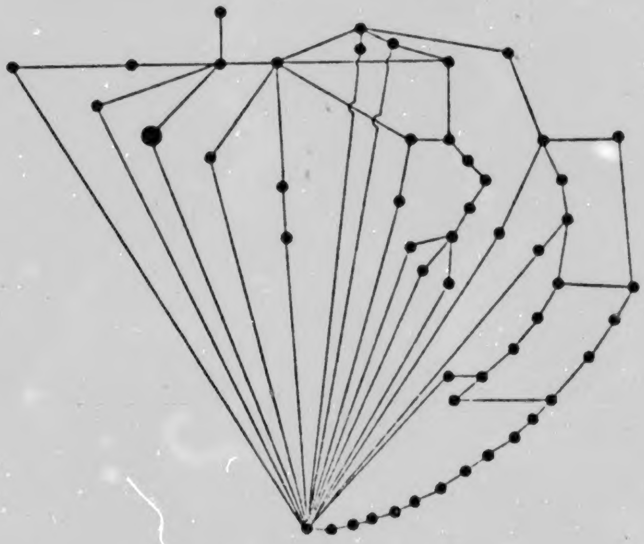
Name of lesson: Type Your Name

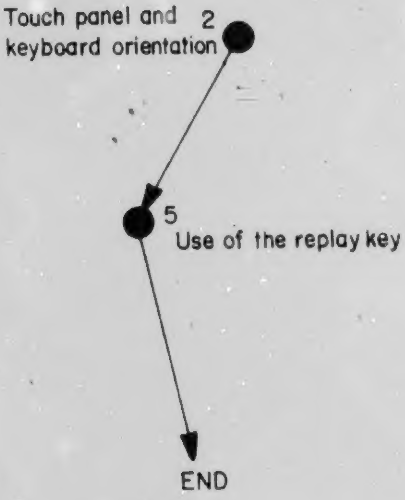
Type of lesson: Practice

Task: PLATO displays the student's name in a row of boxes, one letter in each row. Below, there is a row of empty boxes. An arrow points from the appropriate letter to the empty box where it will appear when student types correctly. The student is to type his name.

Type of feedback:
Correct response -- as student types, the letters of his name appear in the empty boxes
Incorrect response -- audio correction

Objective: Use of the replay key



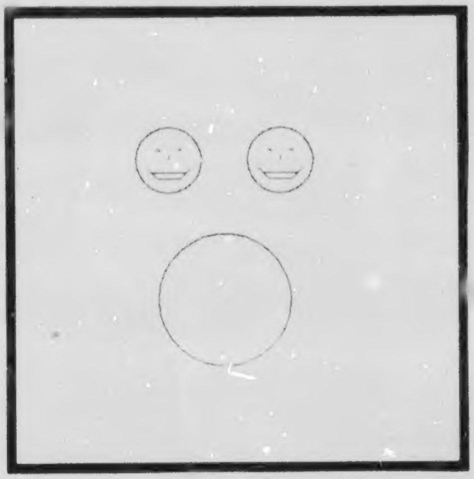

Touch panel and keyboard orientation
2
5
Use of the replay key
END

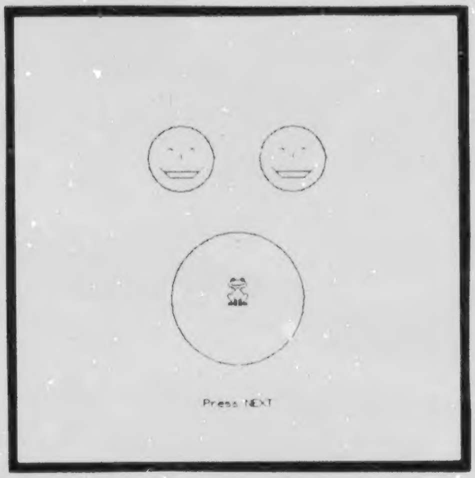
Goal: Whenever the student encounters a distorted audio message, he will press the replay key.

Available activities:

1. Practice -- Replay Key
2. Post-test -- Freddy's Riddles

Objective: Use of the replay key





Name of lesson: Replay key

Type of lesson: Practice

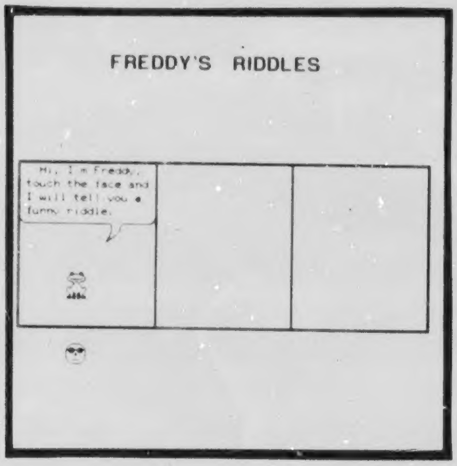
Task: Audio gives word. Child causes PLATO to repeat the word by typing the replay key (the black key on the right-hand side, with the square on it). Later in the lesson, the child first presses the NEXT key to get a word, then the replay key to cause the word to repeat.

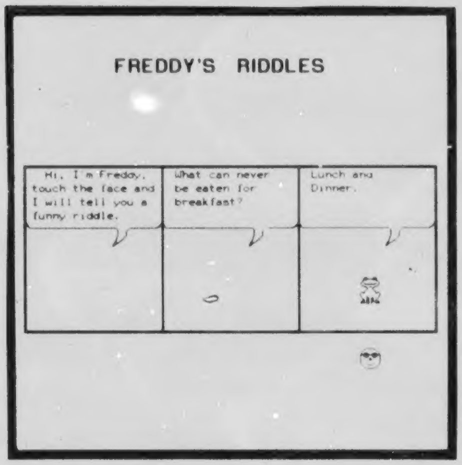
Type of feedback:

Correct response -- PLATO repeats word and displays picture of object named

Incorrect response -- audio correction

Objective: Use of replay


FREDDY'S RIDDLES
Hi, I'm Freddy, touch the face and I will tell you a funny riddle.


FREDDY'S RIDDLES
Hi, I'm Freddy, touch the face and I will tell you a funny riddle.
What can never be eaten for breakfast?
Lunch and Dinner.

Name of lesson: Freddy's Riddles

Type of lesson: Post-test

Task: In comic-strip format, Freddy tells a riddle in three parts. To see and hear each successive part, the child touches a smiling face on the screen. Randomly the audio will deliver a garbled message in the second frame. When this happens, the child is expected to press the replay key (black key with square on right-hand side of keyboard) to hear a clear version of the message.

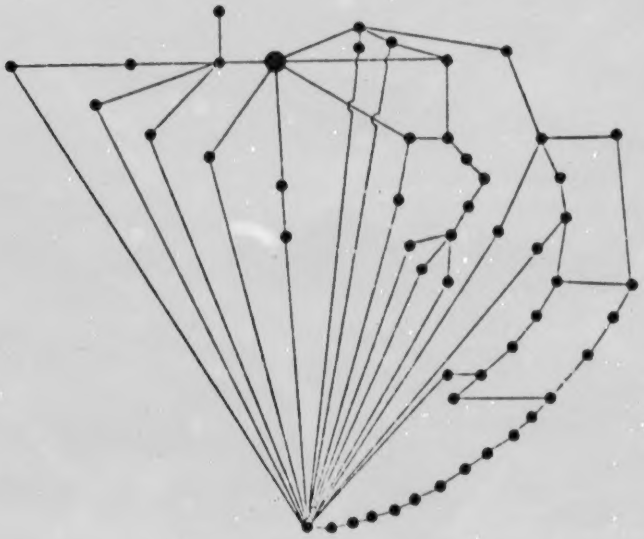
Type of feedback:
Standard thing always happens when child does the expected thing -- e.g., touch the smiling face or press the replay key. The replay key always results in a repetition of the last message.

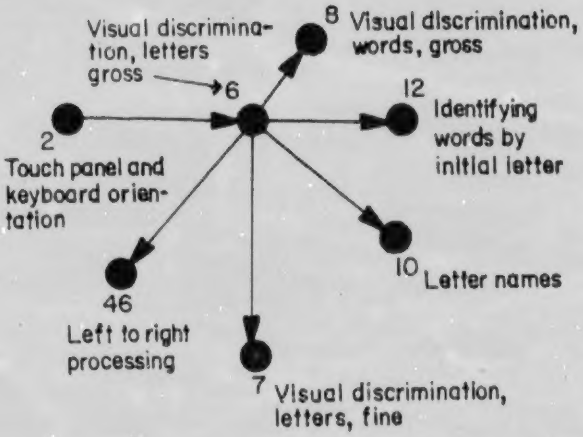
VISUAL DISCRIMINATION

Objective Page

Visual discrimination, letters, gross 21
Visual discrimination, letters, fine 30
Visual discrimination, words, gross. 38
Visual discrimination, words, fine 47

Objective: Visual discrimination, letters, gross discrimination




Visual discrimination, letters gross
6
8 Visual discrimination, words, gross
12 Identifying words by initial letter
2 Touch panel and keyboard orientation
46 Left to right processing
7 Visual discrimination, letters, fine
10 Letter names

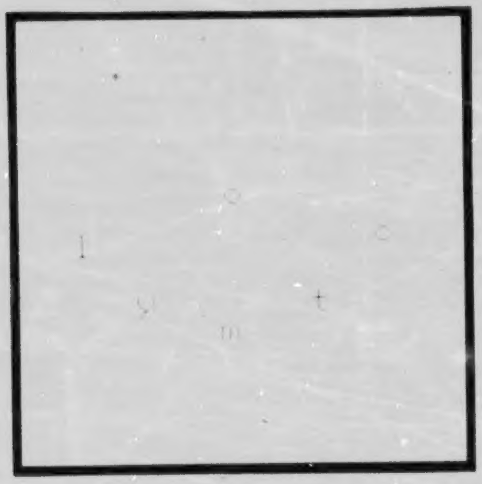
Goal: The student will match a target letter in a field of letters. The letters will relate to the target in one of the following ways:

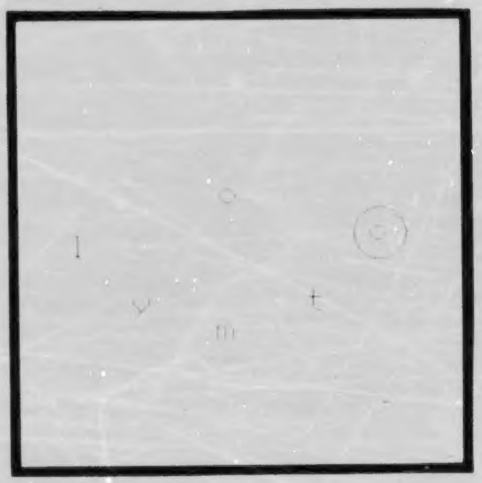
1. No relationship
2. Similar strokes
3. Added parts
4. Omitted parts

Available activities:

1. Pretest -- Letter-in-the-Middle
2. Remedial Practice -- Concentration (picture-picture)
3. Practice -- Find Freddy
4. Exercise -- Window Letters
5. Exercise -- Spinner Game
6. Practice -- Concentration (letter-letter)
7. Exercise -- Letter-in-the-Middle
8. Post-test -- Goofy Grape

Objective: Visual discrimination, letters, gross discrimination





Name of lesson: Letter-in-the-Middle

Type of lesson: Pretest

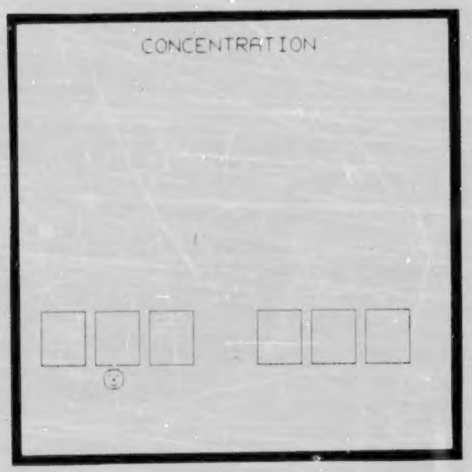
Task: PLATO displays a target letter in the middle of the screen and five letters in a semi-circle below the target letter, with the target letter as a center. The child touches a letter in the semi-circle which matches the target letter.

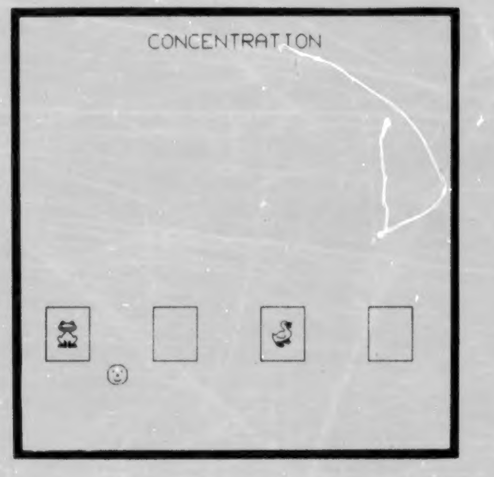
Type of feedback:
Correct response -- PLATO draws a circle around the matched letter
Incorrect response -- Ignored

Items:

1. no relationship	o - l - y - m - t
	H - Q - V - J - X
2. similar strokes	M - N - W - A - V
	r - f - m - h - b
3. added parts	c - e - d - o - q
	F - P - E - R - B
4. omitted parts	s - c - e - a - r
	f - t - l - k - i

Objective: Visual discrimination, letters, gross discrimination





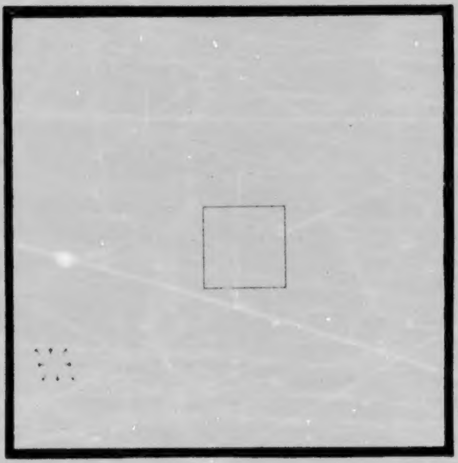
Name of lesson: Concentration (picture-picture)

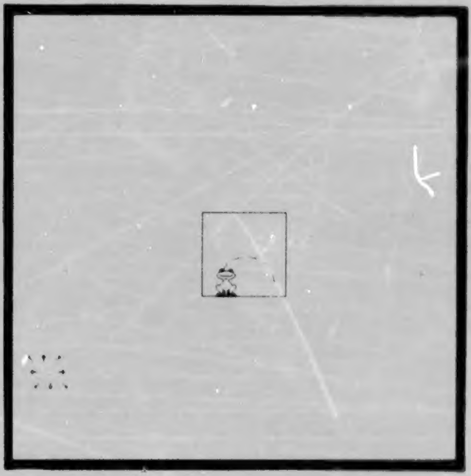
Type of lesson: Remedial Practice

Task: PLATO displays a set of boxes on the left side of the screen and a symmetrical set on the right side of the screen. The child touches a box on the left to reveal a picture. He then tries to guess or remember which box on the right side contains the matching picture.

Type of feedback:
Correct answer -- matched boxes and pictures erase
Incorrect answer -- boxes do not erase

Objective: Visual discrimination, letters, gross discrimination





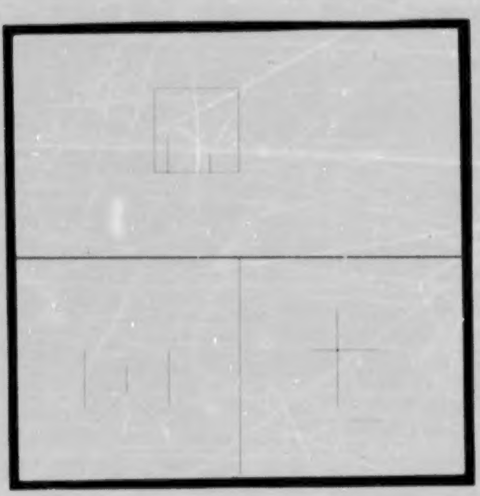
Name of lesson: Find Freddy

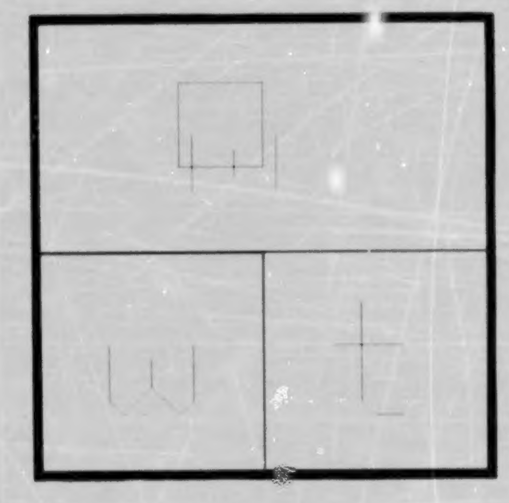
Type of lesson: Practice

Task: Using the arrow keys (on the left-hand side of keyboard -- w, e, d, c, x, z, a, q) the child moves a "window" around the screen until he "finds" Freddy Frog, who is "hiding" under the screen.

Type of feedback:
When the child "finds" Freddy, Freddy hops fully into the window, then hops away.
(Note: Since this is an exploratory activity, there are no right or wrong answers.)

Objective: Visual discrimination, letters, gross discrimination





Name of lesson: Window Letters

Type of lesson: Exercise

Task: PLATO displays two letters at the bottom of the screen. PLATO has "hidden" a target letter under the remaining blank screen. The child can examine parts of the hidden letter by moving a "window" over the letter. Child's task is to touch the letter which matches the "hidden" letter.

Type of feedback:
Same for right or wrong answer. When child touches what he believes to be matching letter, PLATO reveals hidden letter. Child decides whether hidden letter matches his choice.

Items:

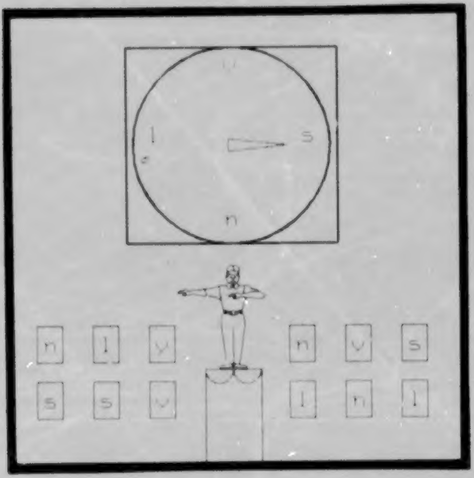
1. No relationship w - t
   h - z
   v - s
   E - A

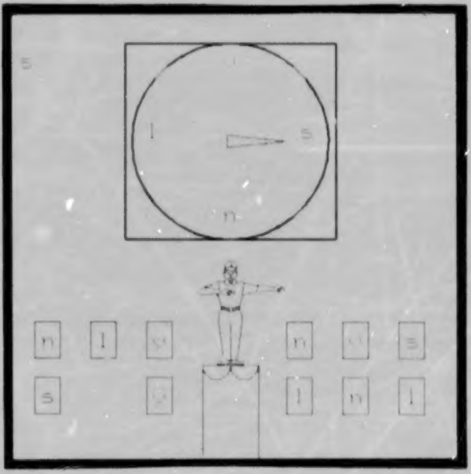
2. Similar strokes h - k
   H - A
   S - C
   j - k

3. Added parts F - E
c - e
P - R
n - m

4. Omitted parts n - r
B - P
Q - O
w - v

Objective: Visual discrimination, letters, gross discrimination





Name of lesson: Spinner Game

Type of lesson: Exercise

Task: PLATO deals himself and child "cards" with a letter on each card. PLATO and child take turns touching a spinner which points to one of three letters. Child touches all cards in his hand which match the letter indicated on the spinner. PLATO does same. First player to match all cards wins.

Type of feedback:
Correct answer -- matched cards are taken out of hand and set up in rows of pairs
Incorrect answer -- cards remain in hand, turn goes to PLATO

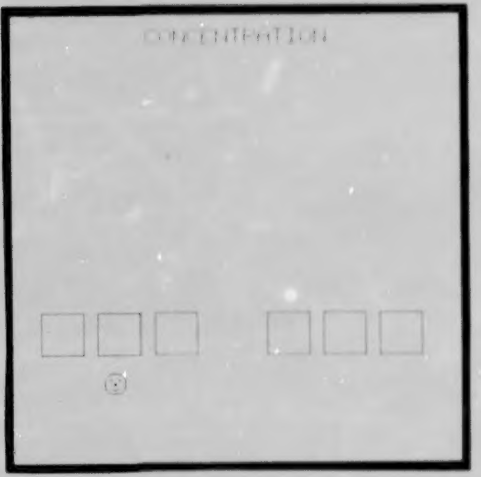
Items:

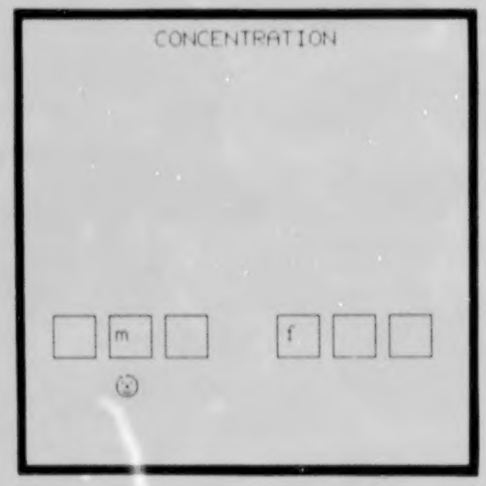
1. No relationship a - b - j - w
F - W - [illegible] - I
n - l - y - s

2. Similar strokes r - n - m - f
M - V - K - W
h - k - b - l

3. Added/Omitted parts o - n - b - h
r - h - m - n
P - F - R - B

Objective: Visual discrimination, letters, gross discrimination





Name of lesson: Concentration (letter-letter)

Type of lesson: Practice

Task: PLATO displays a set of boxes on the left side of the screen and a symmetrical set on the right side of the screen. The child touches a box on the left to reveal a letter. He then tries to guess or remember which box on the right side contains the matching letter.

Type of feedback:
Correct answer -- matched boxes and letters erase
Incorrect answer -- boxes do not erase

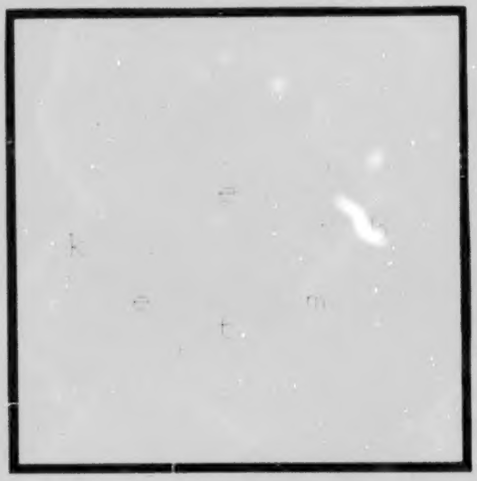
Items:

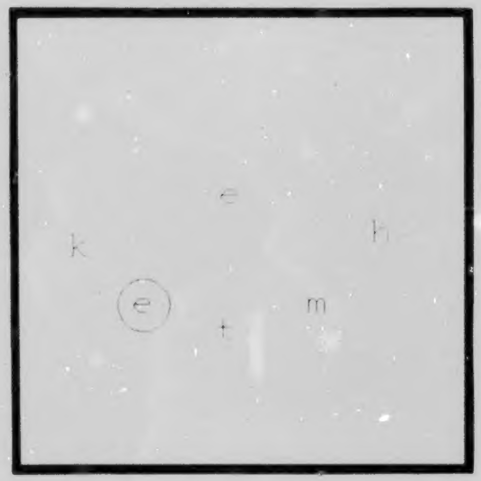
1. No relationship	y - m - f
	t - o - s
	b - r - g
	k - v - a
2. Similar strokes	m - h - n
	B - R - K
	Y - X - V
	H - E - B
3. Added/Omitted Parts	w - v - y
	t - i - l
	Q - O - C
	L - E - F

Items continued:

4. Added/Omitted Parts	h - n - b
	c - e - o
	i - l - j
	B - P - R

Objective: Visual discrimination, letters, gross discrimination





Name of lesson: Letter-in-the-Middle

Type of lesson: Exercise

Task: PLATO displays a target letter in the middle of the screen and five letters in a semi-circle below the target letter, with the target letter as a center. The child touches a letter in the semi-circle which matches the target letter.

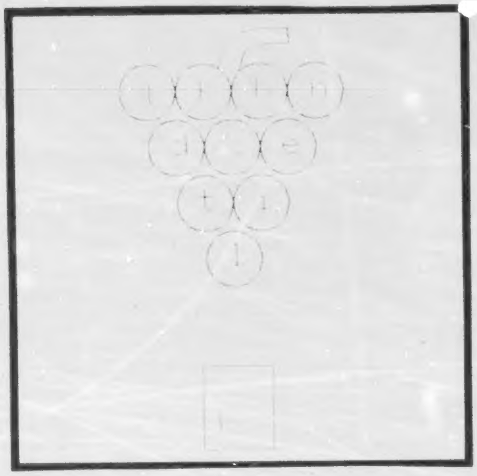
Type of feedback:
Correct response -- PLATO draws a circle around matched letter
Incorrect response -- Ignored

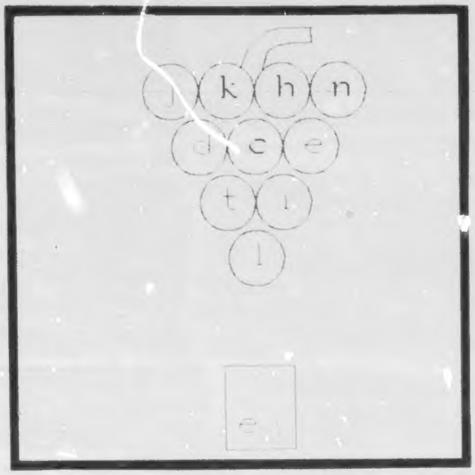
Items:
1. No relationship e - k - t - m - h
   A - X - J - Z - G
   T - S - R - U - M
   b - w - s - x - y
   t - o - m - p - e
   D - N - K - G - S
2. Similar strokes A - H - M - N - R
   h - k - m - f - d
   i - l - t - r - j
   C - S - E - G - O
   m - n - h - r - w
   X - V - Z - K - Y

3. Added parts T - J - E - F - Z
o - p - b - d - q
n - o - m - h - b
D - B - Q - R - P
H - A - R - O - E
r - n - h - m - b

4. Omitted parts Y - V - U - I - J
E - F - L - C - I
o - c - e - v - a
R - P - F - H - K
e - c - r - s - v
t - i - l - k - j

Objective: Visual discrimination, letters, gross discrimination





Name of lesson: Goofy Grape

Type of lesson: Post-test

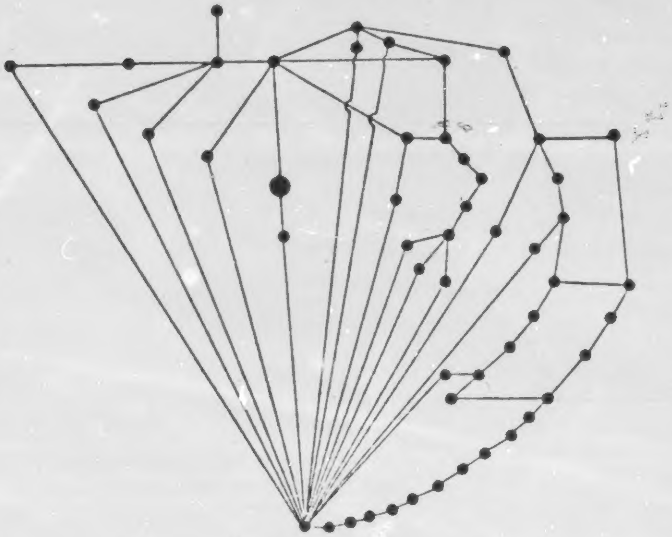
Task: PLATO displays a bunch of grapes, with one letter displayed in each grape. At the bottom of the screen is a target letter in a box. Child touches letter in grape which matches letter in box.

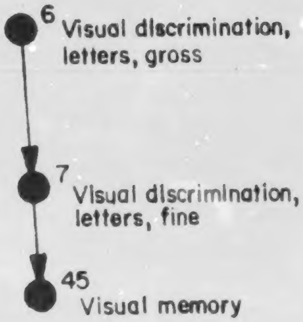
Type of feedback:
Correct answer -- matched letter brightens several degrees
Incorrect answer -- ignored

Items:

Letters	j - k - h - n - d - c - e - t - i - l

Objective: Visual discrimination, letters, fine discrimination




6 Visual discrimination, letters, gross
7 Visual discrimination, letters, fine
45 Visual memory

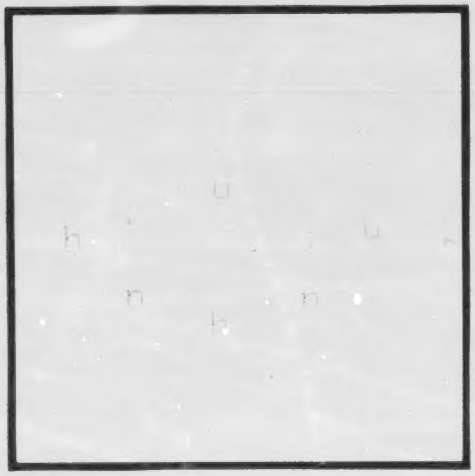
Goal: The student will match a target letter in a field of visually closely similar letters. The letters will resemble one another in two ways:

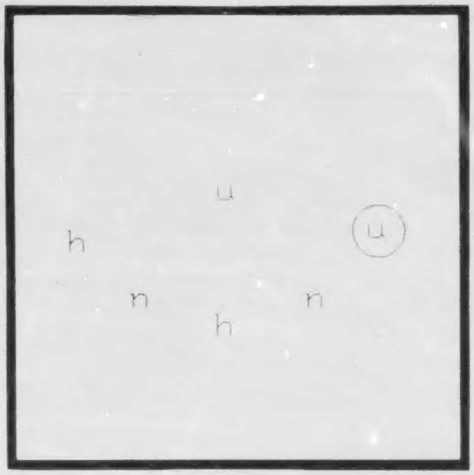
1. Rotation
2. Reversal

Available activities:

1. Pretest -- Letter-in-the-Middle
2. Practice -- Find Freddy
3. Exercise -- Window Letters
4. Exercise -- Spinner Game
5. Practice -- Concentration (letter-letter)
6. Exercise -- Letter-in-the-Middle
7. Post-test -- Goofy Grape

Objective: Visual discrimination, letters, fine discrimination





Name of lesson: Letter-in-the-Middle

Type of lesson: Pretest

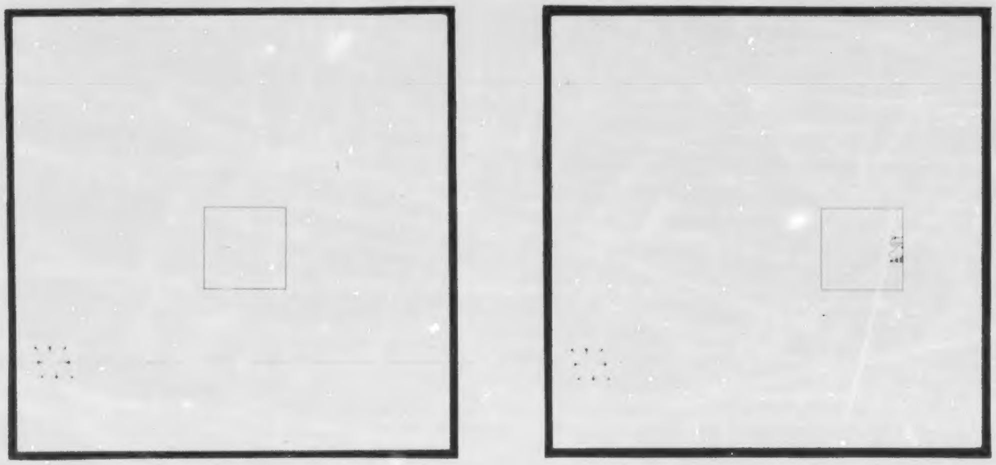
Task: PLATO displays a target letter in the middle of the screen and five letters in a semi-circle below the target letter, with the target letter as a center. The child touches a letter in the semi-circle which matches the target letter.

Type of feedback:
Correct response -- PLATO draws a circle around matched letter
Incorrect response -- Ignored

Items:
1. rotation -- q - b - 6 - b - 6
5 - 2 - Z - 2 - Z
M - W - W - W - W
U - h - n - h - n

2. reversal -- d - b - 6 - b - h
3 - E - E - E - E
p - q - 9 - q - 9
Z - S - S - 5 - S

Objective: Visual discrimination, letters, fine discrimination



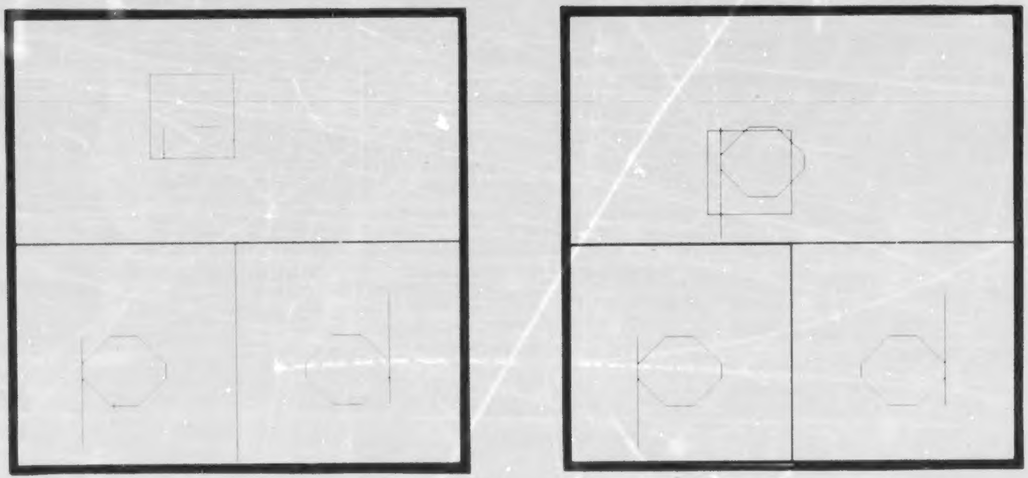
Name of lesson: Find Freddy

Type of lesson: Practice

Task: Using the arrow keys (on left-hand side of keyboard -- w, e, d, c, x, z, a, q) the child moves a "window" around the screen until he "finds" Freddy Frog, who is "hiding" under the screen.

Type of feedback:
When child "finds" Freddy, Freddy hops fully into the window, then hops away.
(Note: Since this is an exploratory activity, there are no right or wrong answers.)

Objective: Visual discrimination, letters, fine discrimination



Name of lesson: Window letters

Type of lesson: Exercise

Task: PLATO displays two letters at the bottom of the screen. PLATO has "hidden" a target letter under the remaining blank screen. The child can examine parts of the hidden letter by moving a "window" over the letter. Child's task is to touch the letter which matches the "hidden" letter.

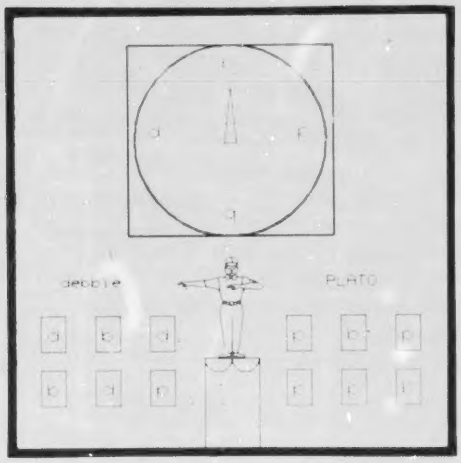
Type of feedback:

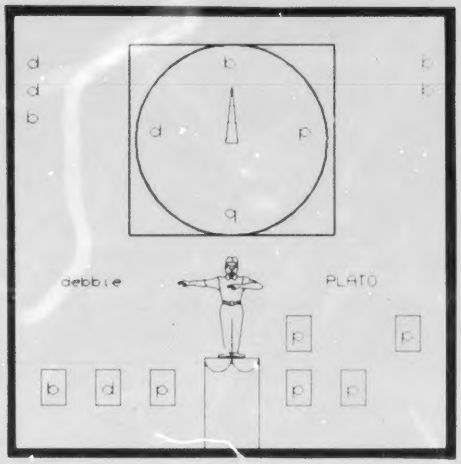
Same for right or wrong answer. When child touches what he believes to be the matching letter, PLATO reveals hidden letter. Child decides whether hidden letter matches his choice.

Items:

1. rotation -- p - d
   V - A
   u - n
   M - W
2. reversal -- J - L
   b - d
   Z - S
   e - a

Objective: Visual discrimination, letters, fine discrimination





Name of lesson: Spinner game

Type of lesson: Exercise

Task: PLATO deals himself and child "cards" with a letter on each card. PLATO and child take turns touching a spinner which points to one of four letters. Child touches all cards in his hand which match the letters indicated on the spinner. PLATO does the same. First player to match all cards wins.

Type of feedback:

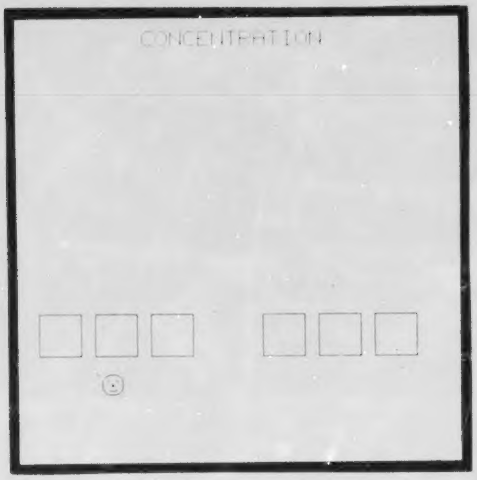
Correct answer -- matched cards are taken out of hand and set up in in rows of pairs

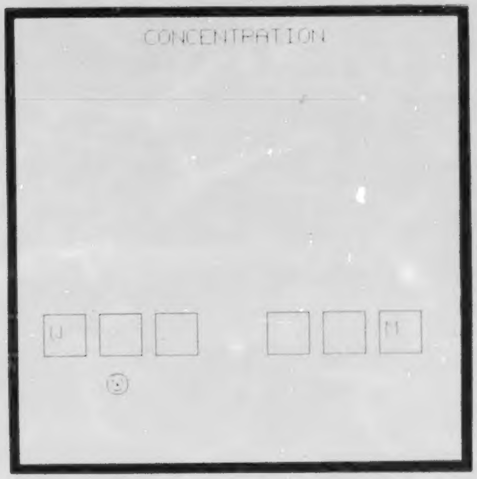
Incorrect answer -- cards remain in hand, turn goes to PLATO

Items:

Rotations/reversals	F - J - T - L
	p - q - d - b
	h - n - u - y

Objective: Visual discrimination, letters, fine discrimination





Name of lesson: Concentration (letter-letter)

Type of lesson: Practice

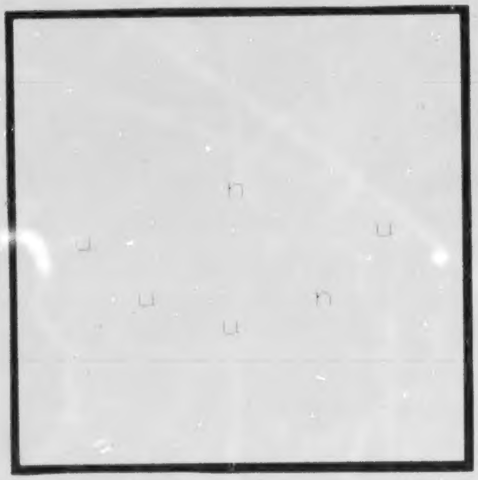
Task: PLATO displays a set of boxes on the left side of the screen and a symmetrical set on the right side of the screen. The child touches a box on the left to reveal a letter. He then tries to guess or remember which box on the right side contains the matching letter.

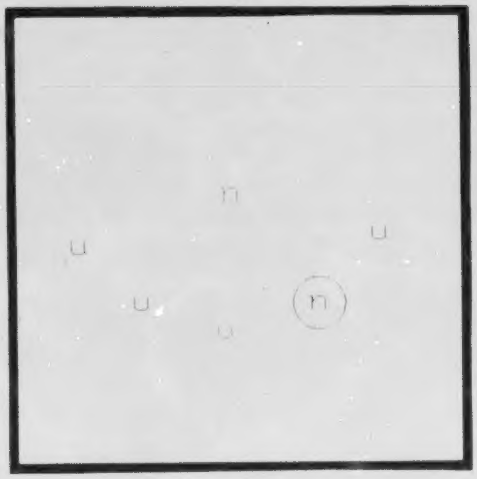
Type of feedback:
Correct answer -- matched boxes and letters erase
Incorrect answer -- boxes do not erase

Items:

1. rotation
   W - M - M
   C - U - U
   d - p - p
   y - h - h
2. reversal
   Z - S - S
   p - q - q
   a - e - e
   d - b - b

Objective: Visual discrimination, letters, fine discrimination





Name of lesson: Letter-in-the-Middle

Type of lesson: Exercise

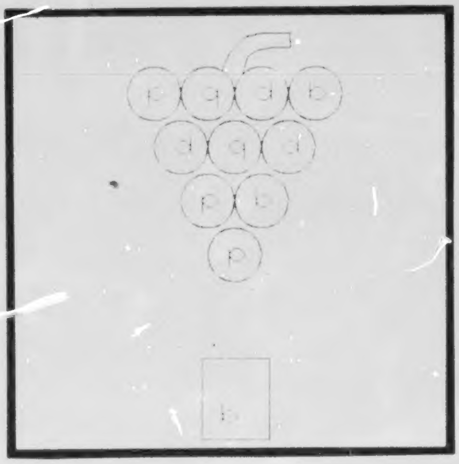
Task: PLATO displays a target letter in the middle of the screen and five letters in a semi-circle below the target letter with the target letter as a center. The child touches a letter in the semi-circle which matches the target letter.

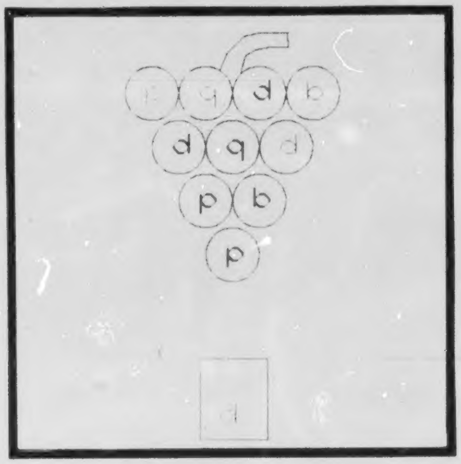
Type of feedback:
Correct response -- PLATO draws a circle around matched letter
Incorrect response -- Ignored

Items:

1. rotation
   p - d - d - d - d
   A - V - V - V - V
   T - L - L - L - L
   n - u - u - u - u
   W - M - M - M - M
2. reversal
   S - Z - Z - Z - Z
   d - b - b - b - b
   p - q - q - q - q
   a - e - e - e - e
   E - 3 - 3 - 3 - 3
   i - j - j - j - j

Objective: Visual discrimination, letters, fine discrimination





Name of lesson: Goofy Grape

Type of lesson: Post-test

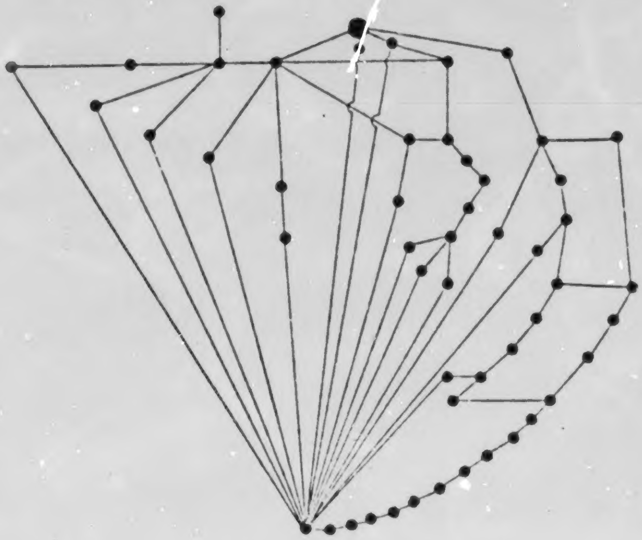
Task: PLATO displays a bunch of grapes, with one letter displayed in each grape. At the bottom of the screen is a target letter in a box. Child touches letter in grape which matches letter in box.

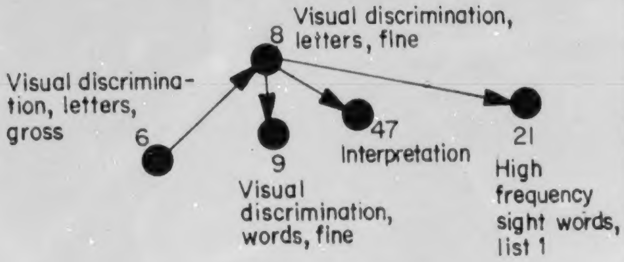
Type of feedback:
Correct answer -- matched letter brightens several degrees
Incorrect answer -- ignored

Items:

1. rotation p - b - q - d
2. reversal d - b - p - q
3. rotation and reversal p - d - q - b

Objective: Visual discrimination, words, gross discrimination




8 Visual discrimination, letters, fine
Visual discrimination, letters, gross 6
9 Visual discrimination, words, fine
47 Interpretation
21 High frequency sight words, list 1

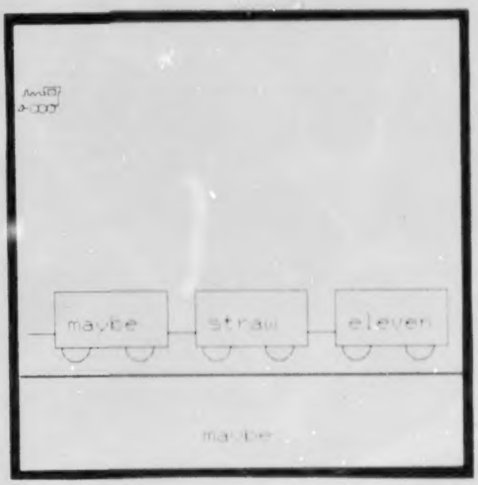
Goal: The student will identify a target word in a field of visually similar words. The words in the field will differ from the target word in one of four ways:

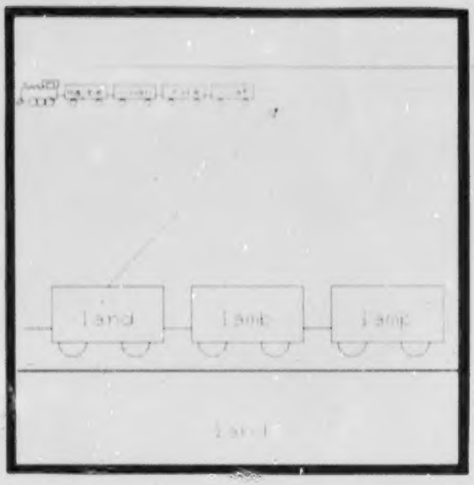
1. no similarities
2. initial substitutions
3. final substitutions
4. medial substitutions

Available activities:

1. Pretest -- Make a Train
2. Exercise -- Freddy's Words
3. Practice -- Find Freddy
4. Exercise -- Window Words
5. Exercise -- Word Detail
6. Practice -- Concentration
7. Exercise -- Matching Letters
8. Post-test -- Word Train

Objective: Visual discrimination, words, gross discrimination





Name of lesson: Make a Train

Type of lesson: Pretest

Task: Given a target word at the bottom of the screen, the child finds the matching word in a field of three.

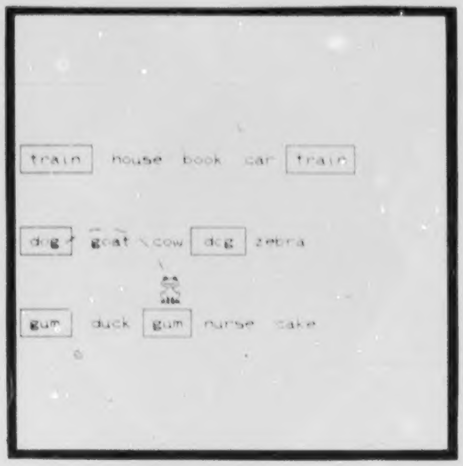
Type of feedback:
Correct response -- matched word become part of train
Incorrect response -- a. first incorrect -- mismatched word erases
b. second incorrect -- audio message; go on to next example

Items:

1. No similarities	straw - maybe - eleven
	fence - ribbon - woman
2. Initial substitutions	cake - bake - rake
	goat - coat - boat
3. Final substitutions	lamb - lamp - land
	thing - think - thick
4. Medial substitutions	song - sang - sung
	simple - sample - single

Objective: Visual Discrimination, words, gross discrimination

train
house
book
car
train


train
house
book
car
train
dog
goat
cow
dog
zebra
gum
duck
gum
nurse
cake

Name of lesson: Freddy's Words

Type of lesson: Exercise

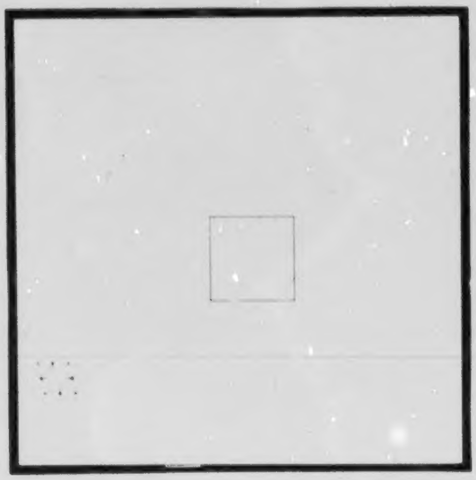
Task: PLATO displays target word in box at left of screen. Child chooses matching word from field of three to right of target word on same horizontal line.

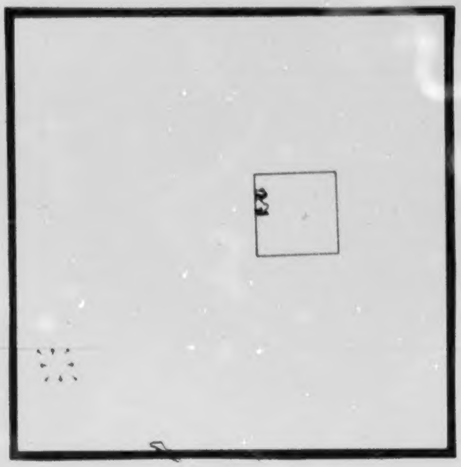
Type of feedback:
Correct answer -- Freddy Frog hops from target word to matching word
Incorrect answer -- Audio message to effect that child has chosen wrong word

Items:

1. No similarities
   gum - care - duck - nurse
   dog - cow - goat - zebra
   train - book - car - house
   sky - cloud - wind - rain
   trees - swamp - water - boat
   walk - sing - cry - time
2. Initial substitutions
   fish - owl - ball - wash
   sun - ear - run - open
   boat chair - over - goat
   truck - tack - duck - dog
   mouse - cat - house - nice
   black - track - sick - slack

Objective: Visual discrimination, words, gross discrimination





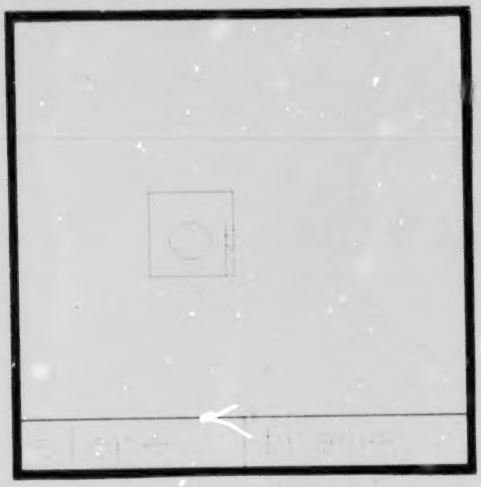
Name of lesson: Find Freddy

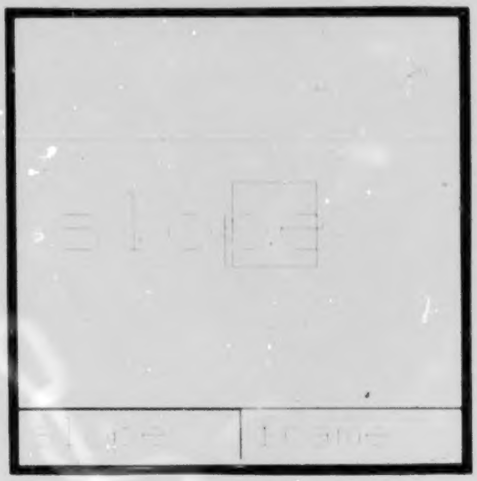
Type of lesson: Practice

Task: Using the arrow keys (on the left-hand side of keyboard -- w, e, d, c, x, z, a, q) the child moves a "window" around the screen until he "finds" Freddy Frog, who is "hiding" under the screen.

Type of feedback:
When the child "finds" Freddy, Freddy hops fully into the window, then hops away.
(Note: Since this is an exploratory activity, there are no right or wrong answers.)

Objective: Visual discrimination, words, gross discrimination





Name of lesson: Window Words

Type of lesson: Exercise

Task: PLATO displays two words at the bottom of the screen. PLATO has "hidden" a target word under the remaining blank screen. The child can examine parts of the hidden word by moving a "window" over the word. Child's task is to choose correct matching word.

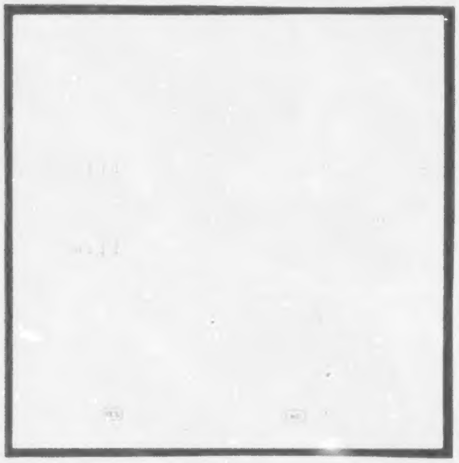
Type of feedback:
Same for right or wrong answer. When child touches what he believes to be the matching word, PLATO reveals hidden word. Child decides whether hidden word matches his choice.

Items:

1. No similarities
   - slope - frame
   - bring - globe
   - quick - swift
   - penny - apple
2. Initial substitutions
   - crook - brook
   - glass - brass
   - paper - caper
   - might - night
3. Final substitutions
   - crate - crabs
   - story - store
   - clove - clown
   - radio - radar

4. Medial substitutions plate - plane
freed - fried
trade - truce
green - glean

Objective: Visual discrimination, words, gross discrimination



Name of lesson: Word detail

Type of lesson: Exercise

Task: Child indicates whether two words plotted one above the other are the same. He answers by tapping "yes" or "no" in response to the question "Are these words the same?"

Type of feedback:

Correct answer -- Audio message of praise, PLATO puts words in list to right of screen.

Incorrect answer --

a. If child misidentifies words that are the same, he gets a message to that effect.

b. If child misidentifies words that are different, PLATO draws a box around parts that are different. Audio message invites closer inspection.

Items:

1. No similarities

2. Initial substitutions

fill - hill
pill - pill
fast - past
fish - dish
clap - slap
bent - dent
will - will
tent - tent
gain - gain

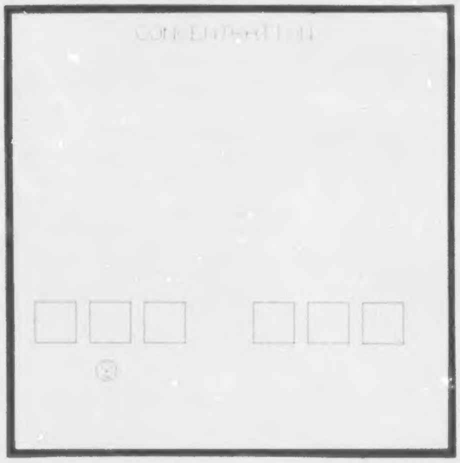
3. Final substitution

feel - feed
rear - read
race - race
pain - pain
help - held
hold - hole
note - note
milk - mill
shoe - shop

4. Medial substitutions

sand - send
play - play
stop - step
noon - noon
meat - meet
late - lake
bull - bell
cent - cent

Objective: Visual discrimination, words, gross discrimination



CONCENTRATION
girl

Name of lesson: Concentration (word-word)

Type of lesson: Exercise

Task: PLATO displays set of boxes on left of screen and symmetrical set on right side of screen. Child touches box on left to reveal a word. He then tries to guess or remember which box on right side contains the matching word.

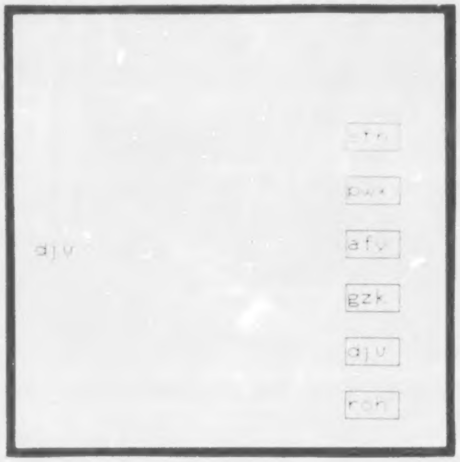
Type of feedback:
Correct answer -- boxes with matching words erase
Incorrect answer -- non-matching boxes do not erase

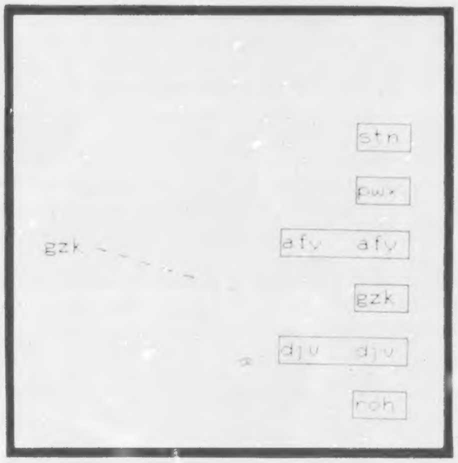
Items:

1. No similarities	girl - jazz - play
	seed - dove - lamp
	belt - snow - hair
	star - weak - case
2. Initial substitutions	ball - call - pall
	food - hood - good
	done - bone - cone
	trip - whip - clip

3.	Final substitutions	hard - harp - harm clam - clan - clap ones - once - only bees - beat - bead
4.	Medial substitutions	have - hope - huge said - sold - sled past - pest - post able - acre - axle

Objective: Visual discrimination, words, gross discrimination





Name of lesson: Matching Letters

Type of lesson: Exercise

Task: PLATO displays six random three-letter groups in a column on the right and one target group on the left. The child chooses the matching group in the column on the right.

Type of feedback:

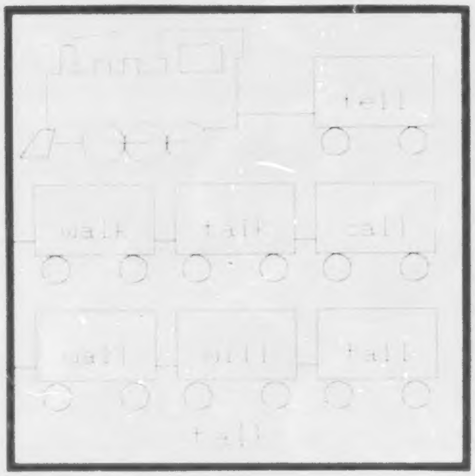
Correct answer -- PLATO draws an arrow from target to the matching group then displays the target group next to the matching group and draws a box around the two groups.

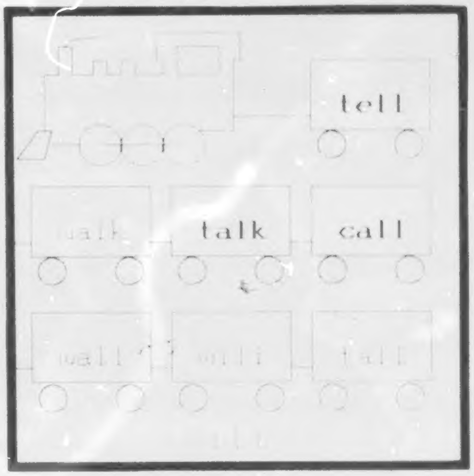
Incorrect answer -- PLATO draws arrow from target to incorrect match; flashes target several times beside match; then erases target and replots in original position.

Items:

1.	No similarities	STN - PWX - AFY - GZK - DJV - ROH
2.	Initial substitutions	PKS - QKS - DKS - BKS - HKS - OKS
3.	Final substitutions	IXW - IXV - IXU - IXM - IXN - IXR
4.	Medial substitutions	FCM - FSM - FEM - FZM - FAM - FGM

Objective: Visual discrimination, words, gross discrimination


tell
walk
talk
call
wall
will
tall
tall


tell
walk
talk
call
wall
will
tall

Name of lesson: Word Train

Type of lesson: Post-test

Task: PLATO displays target word at bottom of the screen. Child chooses matching word from field of seven words arranged one per car in a train of seven cars.

Type of feedback:

Correct answer -- target word erases and matched word gets several degrees brighter

Incorrect answer -- target word erases; new target word appears

Items:

tell

walk

talk

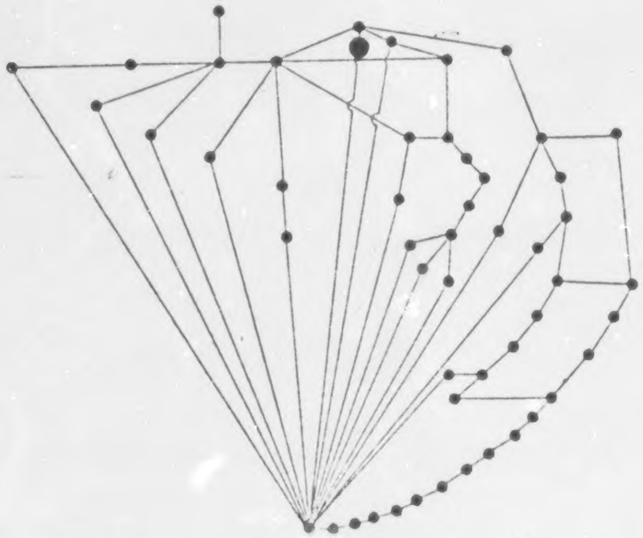
call

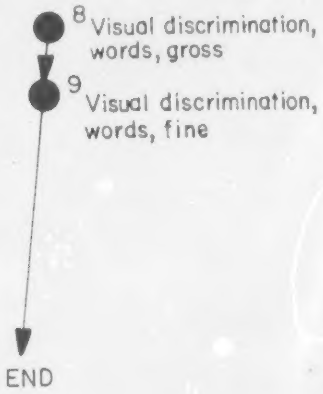
wall

will

tall

Objective: Visual discrimination, words, fine discrimination




8 Visual discrimination, words, gross
9 Visual discrimination, words, fine
END

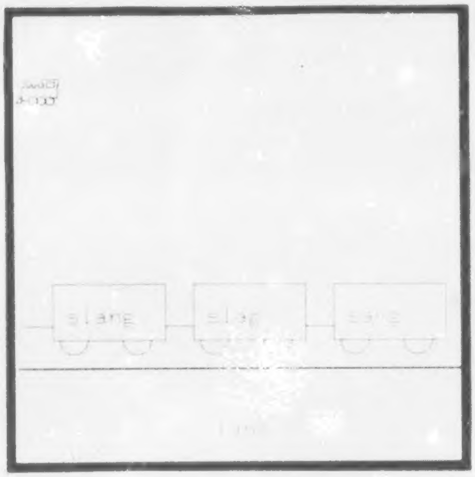
Goal: The student will identify a target word in a field of visually similar words. The words in the field will differ from the target word in one of four ways:

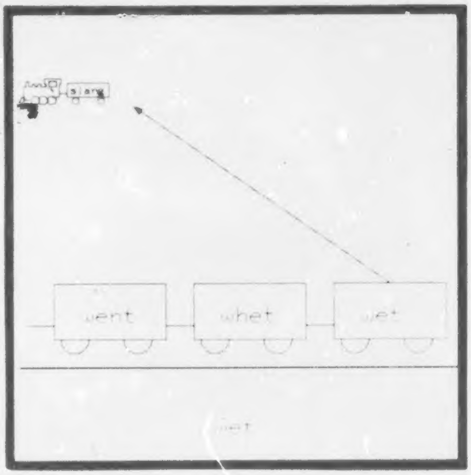
1. Added and omitted letters
2. Complete reversals
3. External reversals
4. Medial reversals

Available activities:

1. Pretest -- Make a Train
2. Exercise -- Freddy's Words
3. Exercise -- Matching Letters
4. Practice -- Concentration (word-word)
5. Exercise -- Word Detail
6. Practice -- Find Freddy
7. Exercise -- Window Words
8. Post-test -- Word Train

Objective: Visual discrimination, words, fine discrimination





Name of lesson: Make a Train

Type of lesson: Pretest

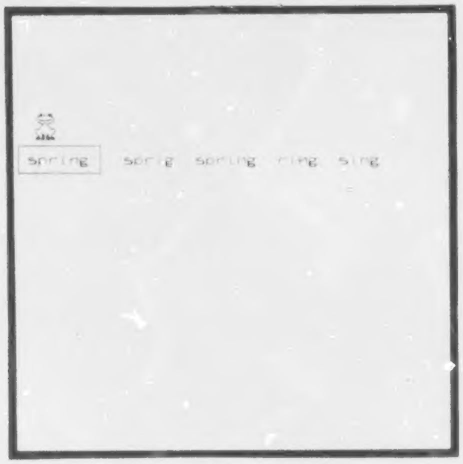
Task: Given a target word at the bottom of the screen, the child finds the matching word in a field of three.

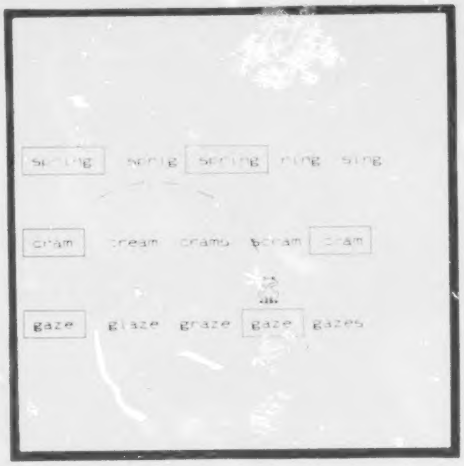
Type of feedback:
Correct response -- matched word become part of train
Incorrect response -- a. first incorrect -- mismatched word erases
b. second incorrect -- audio message; go on to next example

Items:

1. Added and omitted letters	slang - sang - slag
	wet - whet - went
2. Complete reversals	spans - snaps - snaps
	draw - ward - ward
3. External reversals	acre - care - acer
	clasp - claps - claps
4. Medial reversals	trial - trail - trail
	there - three - three

Objective: Visual discrimination, words, fine discrimination


spring
sprig
spring
ring
sing


spring
sprig
spring
ring
sing
cram
cream
crams
scram
cram
gaze
glaze
graze
gaze
gazes

Name of lesson: Freddy's Words

Type of lesson: Exercise

Task: PLATO displays target word in box at left of screen. Child chooses matching word from field of three to right of target word on same horizontal line.

Type of feedback:

Correct answer -- Freddy Frog hops from target word to matching word

Incorrect answer -- Audio message to effect that child has chosen wrong word

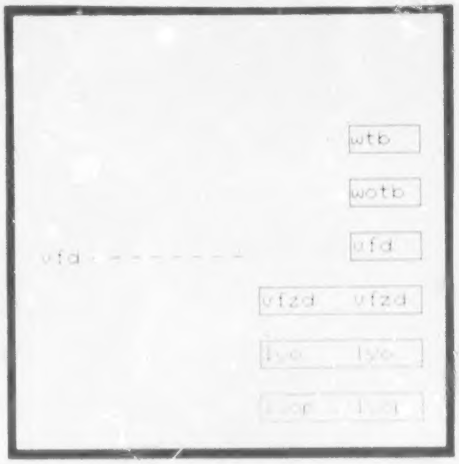
Items:

1. Added and omitted letters
   - spring - sprig - ring - sing
   - cram - scram - cream - crams
   - gaze - graze - glaze - gazes
   - spend - send - sped - pend
   - crate - crater - create - crates
   - cleans - leans - clans - clean
2. Complete reversals
   - wolf - flow - flow - wolf
   - liar - liar - rail - rail
   - wets - stew - wets - stew
   - slap - pals - slap - pals
   - lead - deal - deal - lead
   - was - saw - was - saw

3. External reversals	nuclear - unclear - nuclear - unclear
	theater - theater - theatre - theatre
	art - art - art - rat
	tire - tire - tier - tier
	alter - alter - later - later
	cats - cast - cats - cast
4. Medial reversals	from - form - form - from
	bugle - bulge - bulge - bugle
	acron - acron - acorn - acorn
	bread - beard - bread - beard
	fried - fired - fired - fried
	warp - wrap - warp - wrap

Objective: Visual discrimination, words, fine discrimination

vfzd
wtb
wotb
vfd
vfzd
lyo
lyop



Name of lesson: Matching Letters

Type of lesson: Exercise

Task: PLATO displays six random three-letter groups in a column on the right and one target group on the left. The child chooses the matching group in the column on the right.

Type of feedback:

Correct answer -- PLATO draws an arrow from target to the matching group; then displays the target group next to the matching group and draws a box around the two groups.

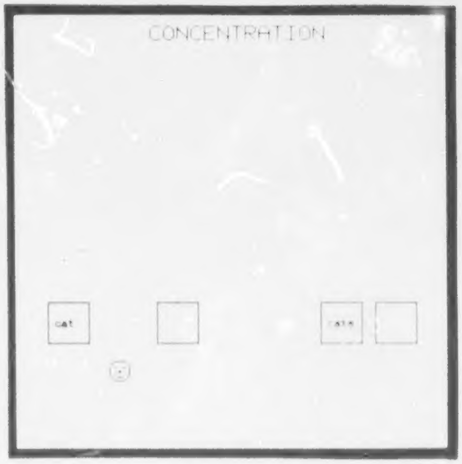
Incorrect answer -- PLATO draws arrow from target to incorrect match; flashes target several times beside match; then erases target and replots in original position.

Items:

1.	Added or omitted letters	wtb - wotb - vfd - vfzd - lyo - lyop
2.	Complete reversals	bpd - dpb - chko - okhc - mwvn - nvwm
3.	External reversals	qrn - qnr - estyj - setyj - estjy - setjy
4.	Medial reversals	abpdr - abdpr
		apbdr - apdbr
		adbpr - adpbr

Objective: Visual discrimination, words, fine

CONCENTRATION



Name of lesson: Concentration (word-word)

Type of lesson: Exercise

Task: PLATO displays set of boxes on left of screen and symmetrical set on right side of screen. Child touches box on left to reveal a word. He then tries to guess or remember which box on right side contains the matching word.

Type of feedback:
Correct answer -- boxes with matching words erase
Incorrect answer -- non-matching boxes do not erase

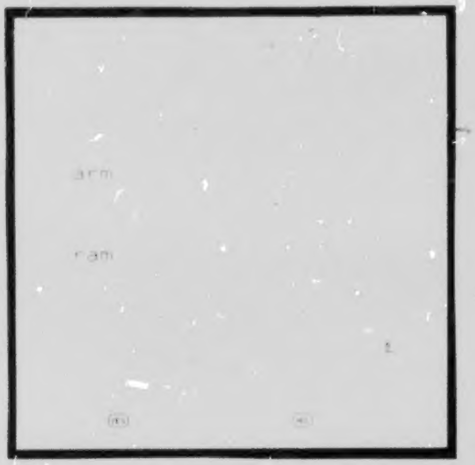
Items:

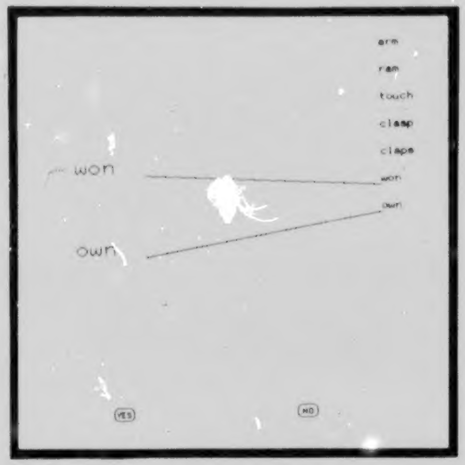
1. Added and omitted letters
   cat - cats - cats
   skit - kit - kit
   lead - led - led
   tin - thin - thin

2. Complete reversals
   deer - reed - reed
   snip - pins - pins
   trap - part - part
   dial - laid - laid

3. External reversals	able - bale - bale
	cost - cots - cots
	ogre - gore - gore
	tied - tide - tide
4. Medial reversals	blot - bolt - bolt
	gird - grid - grid
	clam - calm - calm
	vial - vail - vail

Objective: Visual discrimination, words, fine discrimination





Name of lesson: Word Detail

Type of lesson: Exercise

Task: Child indicates whether two words plotted one above the other are the same. He answers by tapping "yes" or "no" in response to the question "Are these words the same?"

Type of feedback:

Correct answer -- Audio message of praise, PLATO puts words in list to right of screen.

Incorrect answer -- a. If child misidentifies words that are the same, he gets a message to that effect.

b. If child misidentifies words that are different, PLATO draws a box around parts that are different. Audio message invites closer inspection.

Items:

1. Added and omitted letters

2. Complete reversals

3. External reversals

grill - grill

quite - quiet

fruit - fruit

won - own

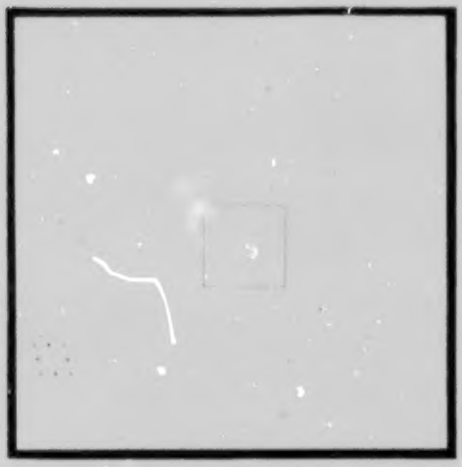
clasp - claps

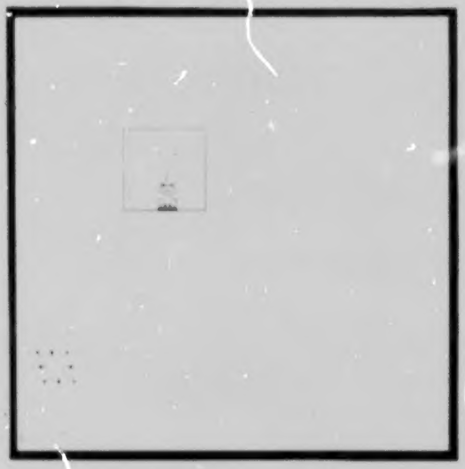
square - square
arm - ram
pride - pried
touch - touch

4. Medial reversals

silver - sliver
angle - angle
split - spilt
quack - quack
slat - salt
open - open
paste - paste
stake - skate
plied - piled

Objective: Visual discrimination, words, fine discrimination





Name of lesson: Find Freddy

Type of lesson: Practice

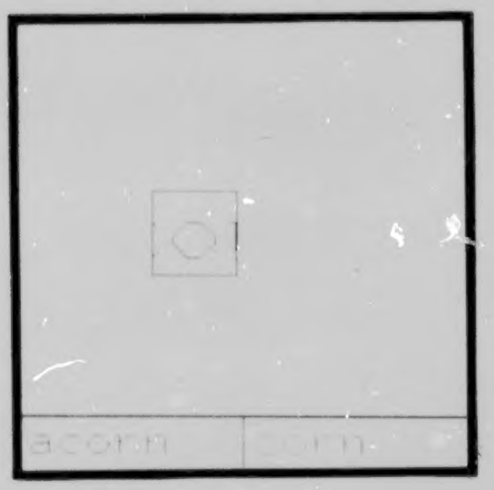
Task: Using the arrow keys (on the left-hand side of keyboard -- w, e, d, c, x, z, a, q) the child moves a "window" around the screen until he "finds" Freddy Frog, who is "hiding" under the screen.

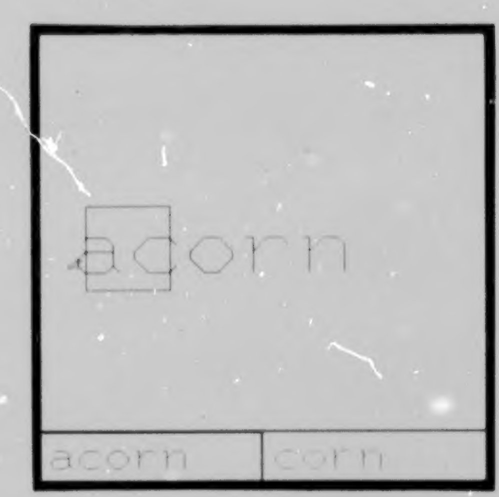
Type of feedback:

When the child "finds" Freddy, Freddy hops fully into the window, then hops away.

(Note: Since this is an exploratory activity, there are no right or wrong answers.)

Objective: Visual discrimination, words, fine discrimination





Name of lesson: Window Words

Type of lesson: Exercise

Task: PLATO displays two words at the bottom of the screen. PLATO has "hidden" a target word under the remaining blank screen. The child can examine parts of the hidden word by moving a "window" over the word. Child's task is to choose correct matching word.

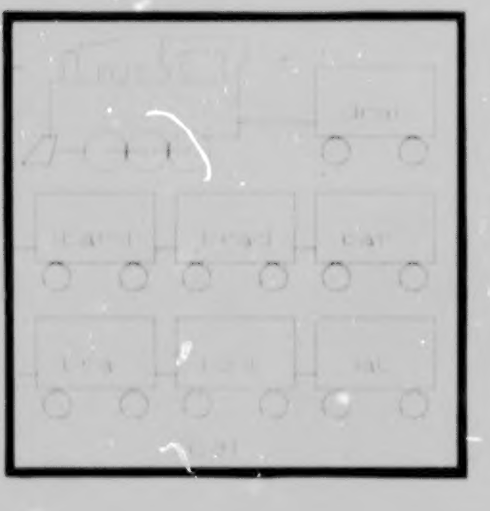
Type of feedback:
Same for right or wrong answer. When child touches what he believes to be matching word, PLATO reveals hidden word. Child decides whether hidden word matches his choice.

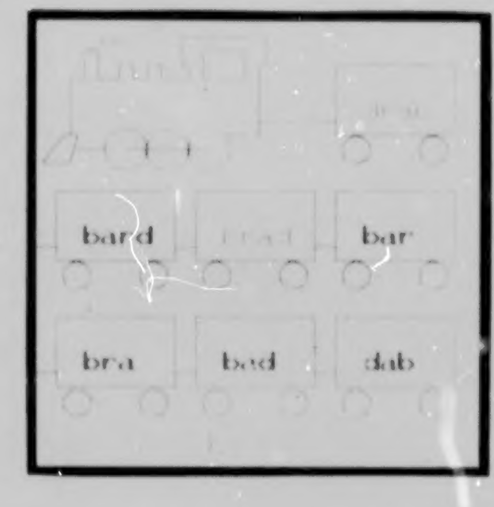
Items:

1. Added and omitted letters	acorn - corn
	crests - crest
	plants - planets
	brought - bought
2. Complete reversals	drawer - reward
	trams - smart
	mood - doom
	yam - may

3. External reversals	knee - keen
	altitude - latitude
	ned - end
	pots - post
4. Medial reversals	froth - forth
	smile - slime
	grab - garb
	bolt - blot

Objective: Visual discrimination, words, fine discrimination





Name of lesson: Word Train

Type of lesson: Post-test

Task: PLATO displays target word at bottom of the screen. Child chooses matching word from field of seven words arranged one per car in a train of seven cars.

Type of feedback:

Correct answer -- target word erases and matched word gets several degrees brighter.

Incorrect answer -- target word erases; new target word appears

Items:

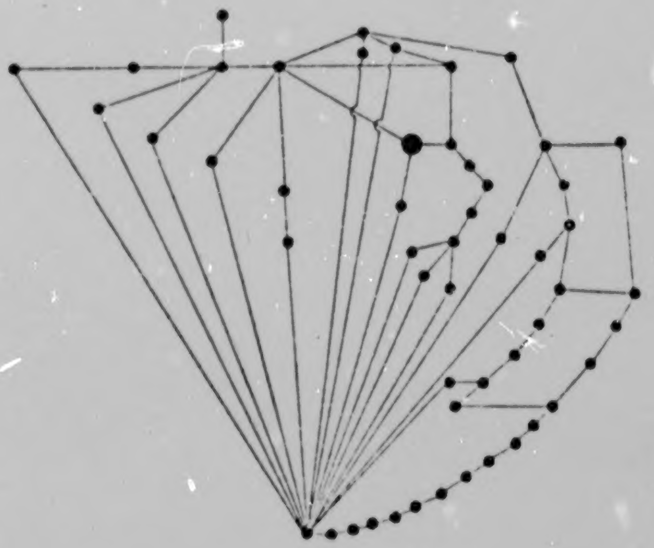
- drab
- bard
- brad
- bar
- bra
- bad
- dab

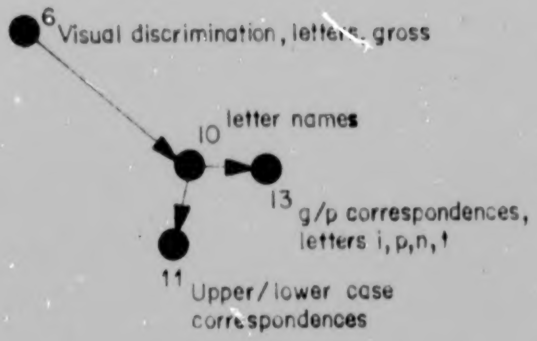
LETTERS

Objective Page

Letter names 57
Upper/lower case correspondences 83
Identifying words by initial letter 87
G/P correspondences, letters i, p, n, t 90
G/P correspondences, letters a, s, b, l 120
G/P correspondences, letters e, r, m, d 150
G/P correspondences, letters u, k, h, f 177
G/P correspondences, letters o, c, w, v 198
G/P correspondences, letters y, g, j, z 218
G/P correspondence, -qu- 240
G/P correspondence, -x-. 245

Objective: Letter names




6 Visual discrimination, letters, gross
10 letter names
13 g/p correspondences, letters i, p, n, t
11 Upper/lower case correspondences

Goal: Given the name of a letter, the child will identify that letter in a field of other letters.

Available activities:

1. Test -- Magic Hats
2. Practice -- Picture Dictionary, letters a-z (excluding -q- and -x-)

Objective: Letter names

Name of lesson: Magic Hats

Type of lesson: Pretest

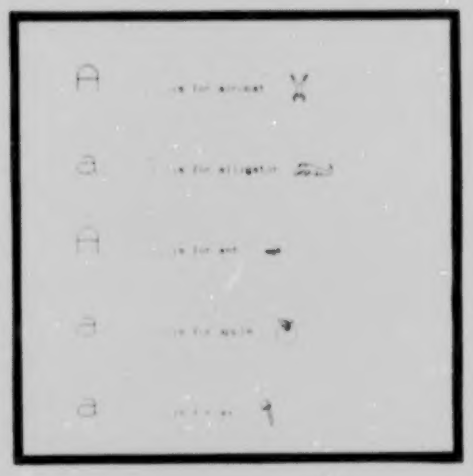
Task: PLATO displays a magician with four "magic hats." Each hat has a letter on it. The child's task is to touch the letter specified by the audio.

Type of feedback:

Correct response: A bunny jumps out of the hat.

Incorrect response: The incorrect letter is erased and the child is given a second chance. If the child fails again, bunny ears wiggle in the hat with the correct letter.

Objective: Letter names



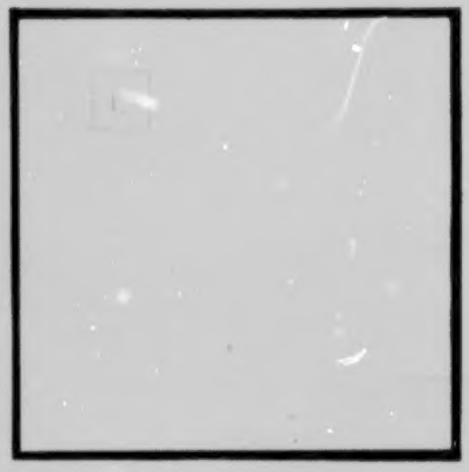
Name of lesson: Picture dictionary: a is for . . .

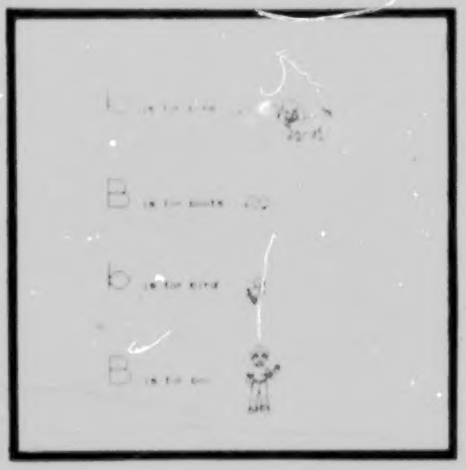
Type of lesson: Practice

Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.
Inappropriate response -- Ignored

Objective: Letter names





Name of lesson: Picture Dictionary: B Is For . . .

Tape of lesson: Practice

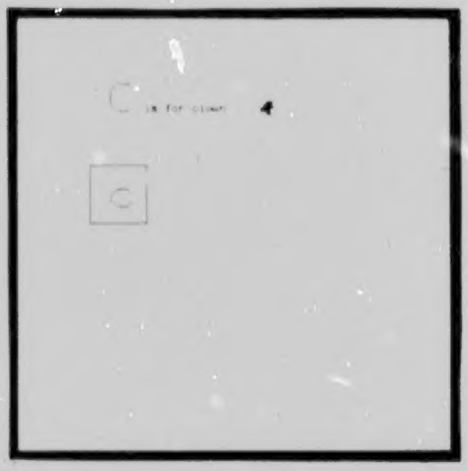
Task: PLATO displays, one by one, several upper and lower-case b's. The child's task is to touch a letter and attend to the words and display that follow.

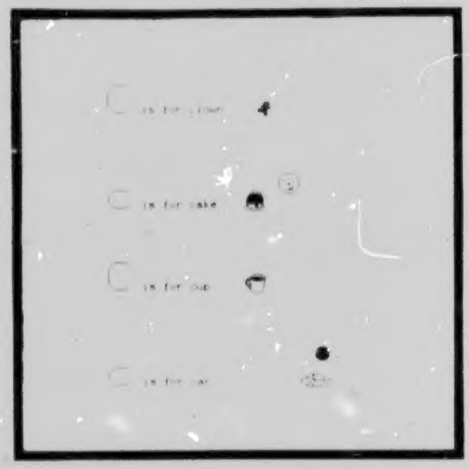
Type of feedback:

Appropriate response: The child receives audio and visual display, including animation, illustrating words beginning with b.

Inappropriate response: ignored

Objective: Letter names


C is for clown
c


C is for clown
C is for cake
C is for cup
C is for car

Name of lesson: Picture Dictionary: C Is For . . .

Type of lesson: Practice

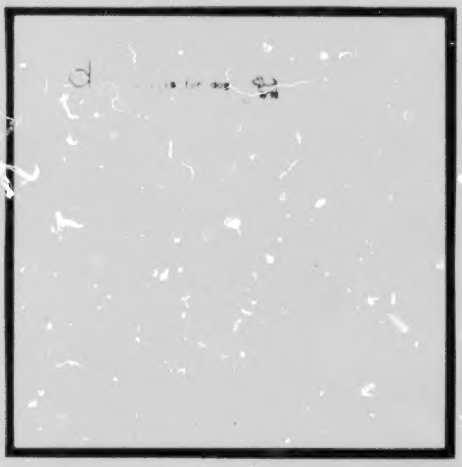
Task: PLATO displays, one by one, several upper and lower-case c's. The child's task is to touch a letter and attend to the words and display that follow.

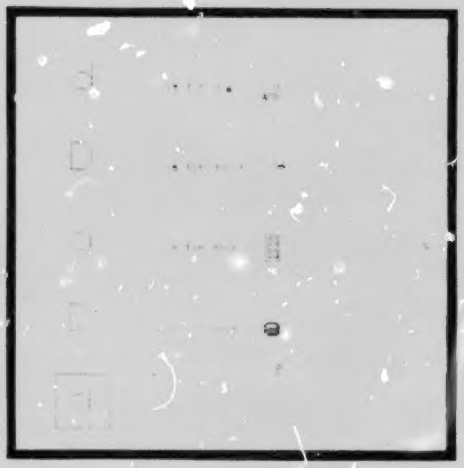
Type of feedback:

Appropriate response: The child receives audio and visual display, including animation, illustrating words beginning with hard c.

Inappropriate response: ignored

Objective: Letter names





Name of lesson: Picture dictionary: d is for . . .

Type of lesson: Practice

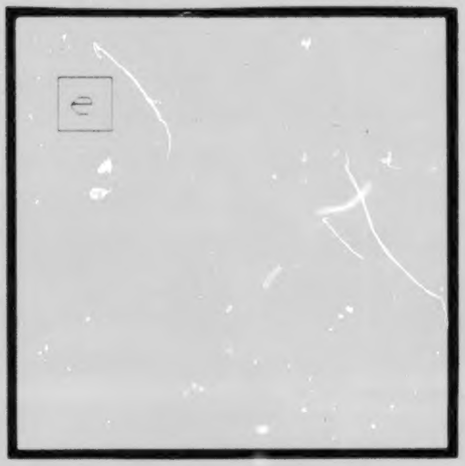
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

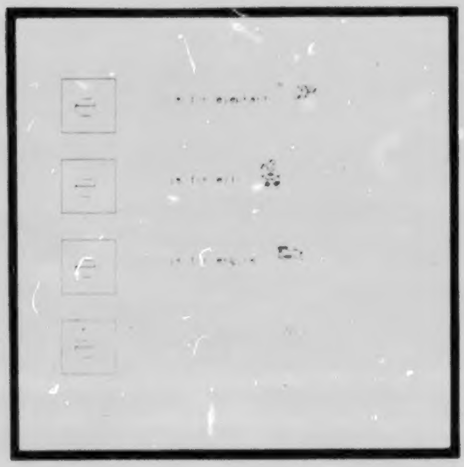
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: Letter names





Name of lesson: Picture dictionary: e is for . . .

Type of lesson: Practice

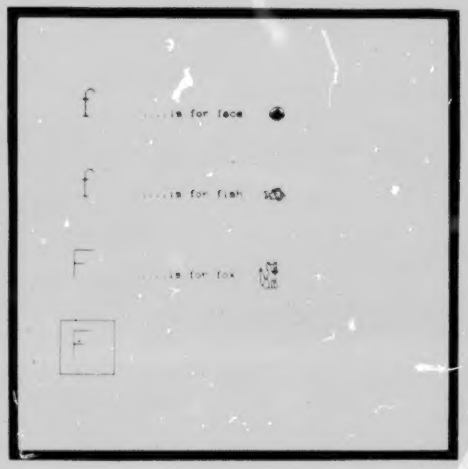
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: Letter names



Name of lesson: Picture dictionary: f is for . . .

Type of lesson: Practice

Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

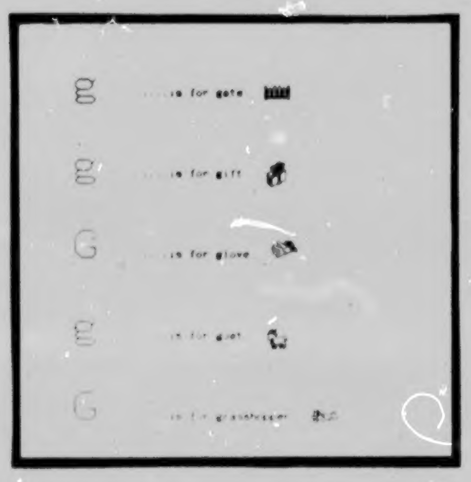
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: Letter names

g is for gate


g is for gate

g is for gift

G is for glove

g is for goat

G is for grasshopper

Name of lesson: Picture dictionary: g is for . . .

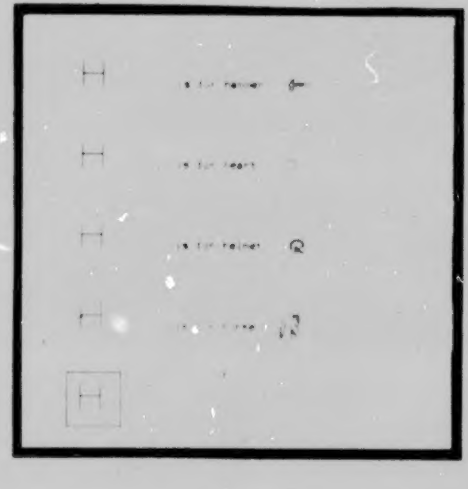
Type of lesson: Practice

Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.
Inappropriate response -- Ignored

Objective: Letter names

H
is for hammer


H
is for hammer
H
is for heart
H
is for helmet
H
H

Name of lesson: Picture dictionary: h is for . . .

Type of lesson: Practice

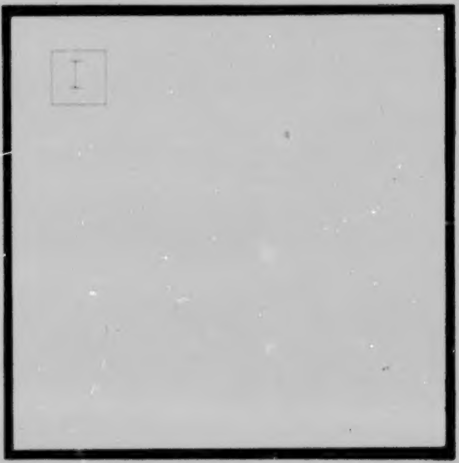
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

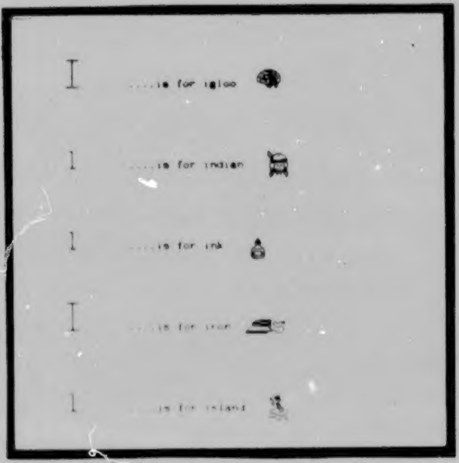
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: Letter names





I .....is for igloo

I .....is for indian

I .....is for ink

I .....is for iron

I .....is for island

Name of lesson: Picture dictionary: i is for . . .

Type of lesson: Practice

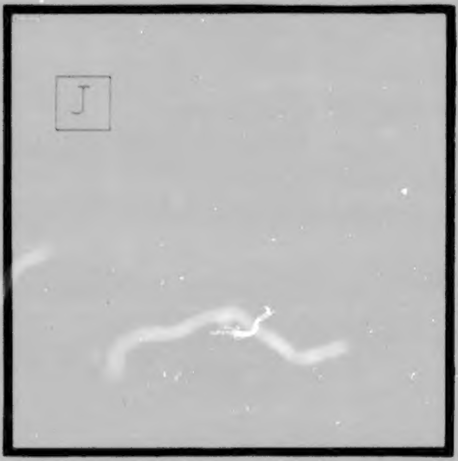
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

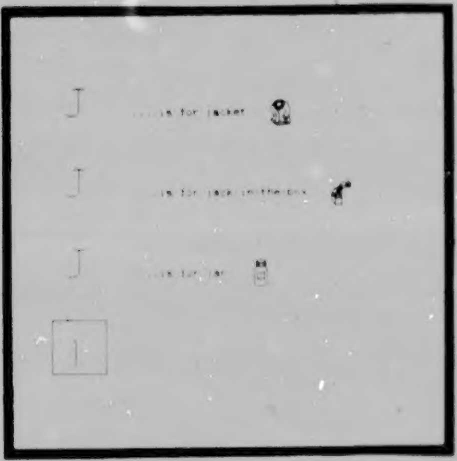
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: Letter names





J ....is for jacket

J ....is for jack-in-the-box

J ....is for jar

Name of lesson: Picture dictionary: j is for . . .

Type of lesson: Practice

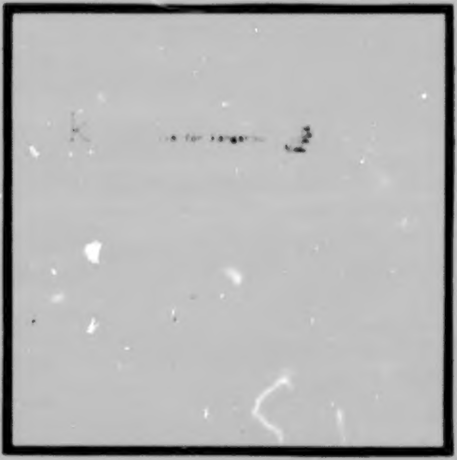
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

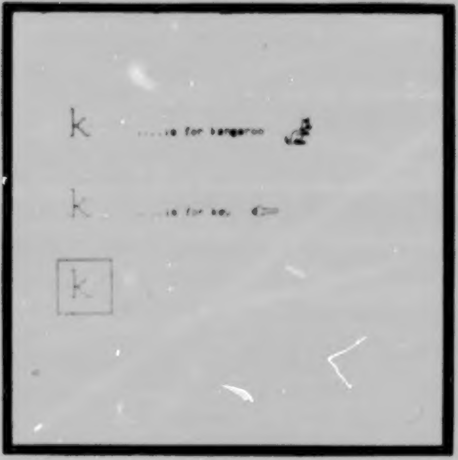
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: Letter names





Name of lesson: Picture dictionary: k is for . . .

Type of lesson: Practice

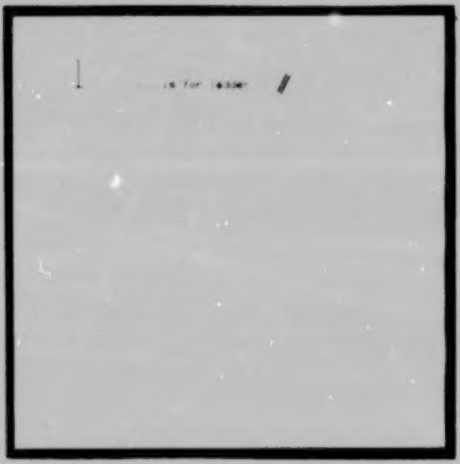
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

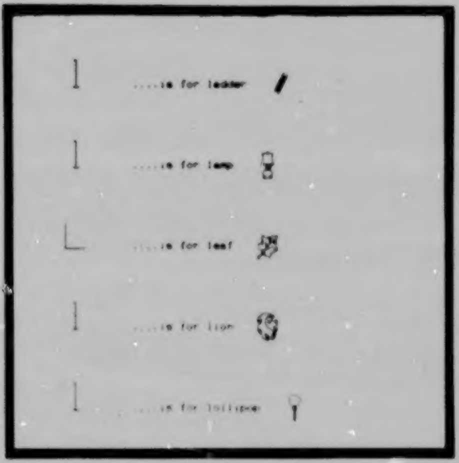
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: Letter names


l ....is for ladder


l ....is for ladder

l ....is for lamp

L ....is for leaf

l ....is for lion

l ....is for lollipop

Name of lesson: Picture dictionary: l is for . . .

Type of lesson: Practice

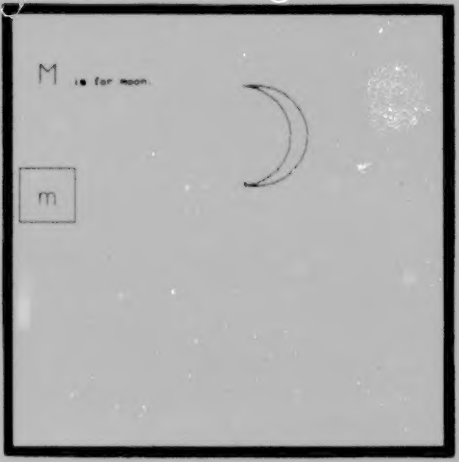
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

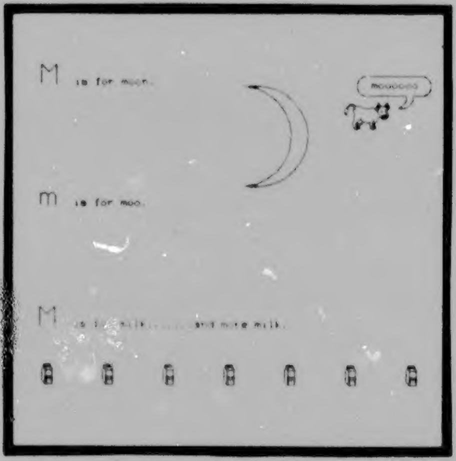
Inappropriate response -- Ignored

Objective: Letter names



M is for moon.

m



M is for moon.

m is for moo.

M is for milk...... and more milk.

Name of lesson: Picture Dictionary: M Is For . . .

Type of lesson: Practice

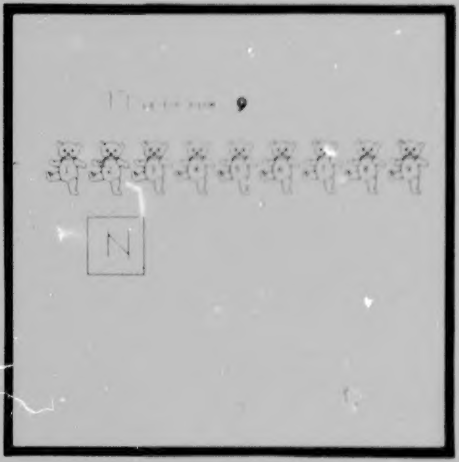
Task: PLATO displays, one by one, several upper and lower case m's. The child's task is to touch a letter and attend to the words and display that follow.

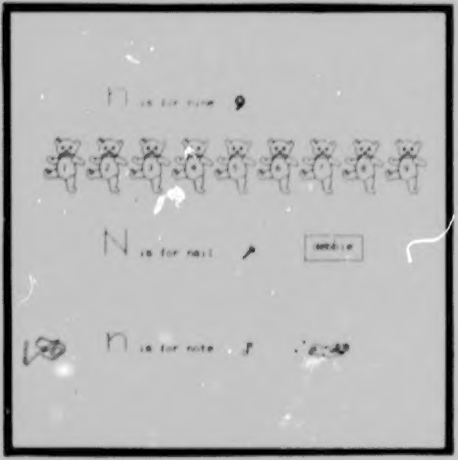
Type of feedback:

Appropriate response: The child receives audio and visual display including animation illustrating words beginning with m.

Inappropriate response: ignored

Objective: Letter names


n is for nine 9
N


n is for nine 9
N is for nail
n is for note

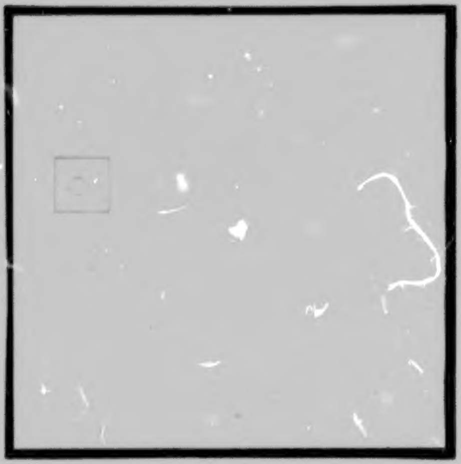
Name of lesson: Picture Dictionary: N Is For . . .

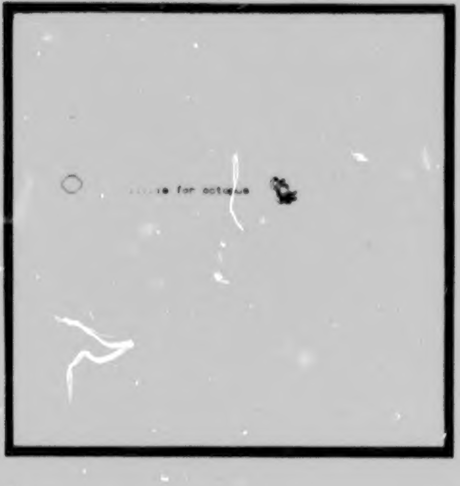
Type of lesson: Practice

Task: PLATO displays, one by one, several upper and lower case n's. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response: The child receives audio and visual display, including animation, illustrating words beginning with n.
Inappropriate response: ignored

Objective: Letter names





Name of lesson: Picture dictionary: o is for . . .

Type of lesson: Practice

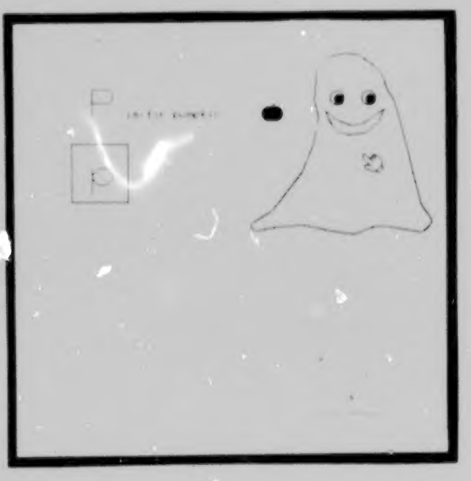
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

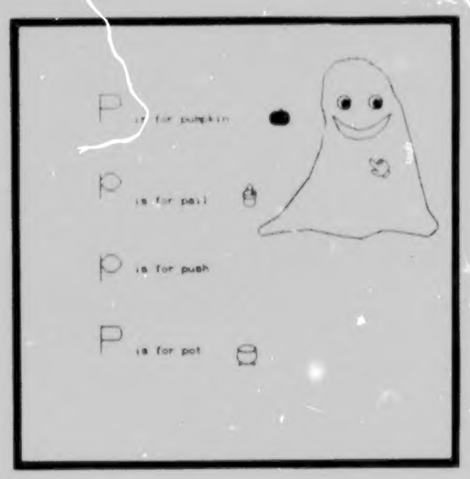
Inappropriate response -- Ignored

Objective: Letter names



P is for pumpkin

p



P is for pumpkin

p is for pail

p is for push

P is for pot

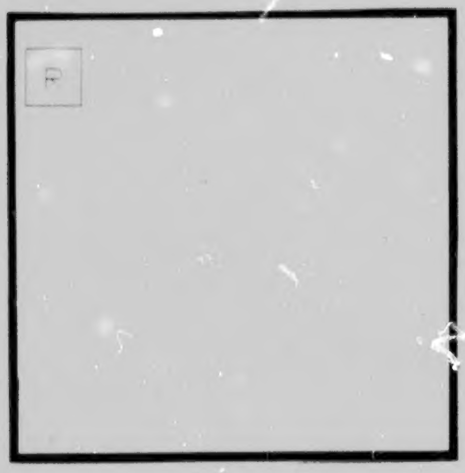
Name of lesson: Picture Dictionary: P Is For . . .

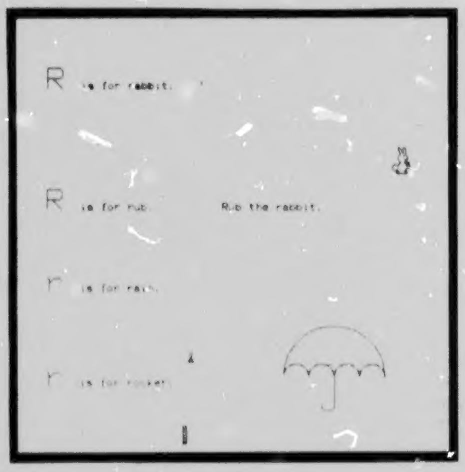
Type of lesson: Practice

Task: PLATO displays, one by one, several upper and lower case p's. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response: The child receives audio and visual display, including animation, illustrating words beginning with p.
Inappropriate response: ignored

Objective: Letter names




R is for rabbit.

R is for rub. Rub the rabbit.

r is for rain.

r is for rocket.

Name of lesson: Picture Dictionary: R Is For . . .

Type of lesson: Practice

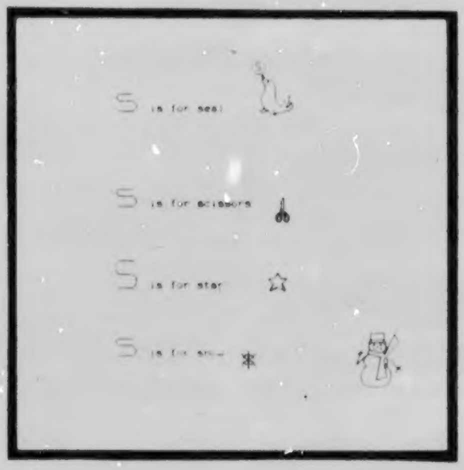
Task: PLATO displays, one by one, several upper and lower-case r's. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:

Appropriate response: The child receives audio and visual display, including animation, illustrating words beginning with r.

Inappropriate response: ignored

Objective: Letter names



S is for seal

S is for scissors

S is for star

S is for snow

Name of lesson: Picture Dictionary: S Is For . . .

Type of lesson: Practice

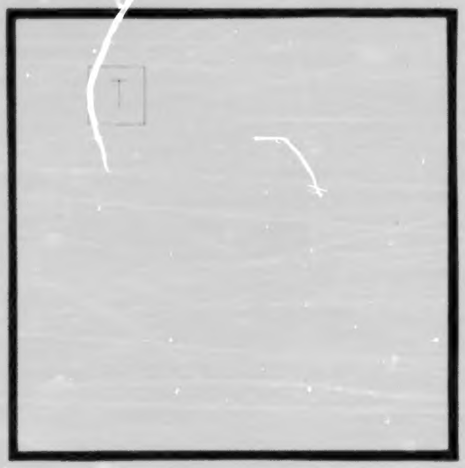
Task: PLATO displays, one by one, several upper and lower-case s's. The child's task is to touch a letter and attend to the words and display that follow.

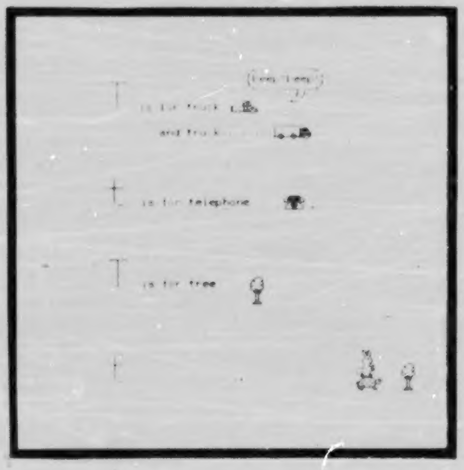
Type of feedback:

Appropriate response: The child receives audio and visual display, including animation, illustrating ~~words~~ beginning with s.

Inappropriate response: ignored

Objective: Letter names




T
is for truck
and truck
t
is for telephone
T
is for tree
t

Name of lesson: Picture Dictionary: T Is For . . .

Type of lesson: Practice

Task: PLATO displays, one by one, several upper and lower-case t's. The child's task is to touch a letter and attend to the words and and display that follow.

Type of feedback:

Appropriate response: The child receives audio and visual display, including animation, illustrating words beginning with t.

Inappropriate response: ignored

Objective: Letter names

is for umbrella
is for umpire

Name of lesson: Picture dictionary: u is for . . .

Type of lesson: Practice

Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: Letter names

Name of lesson: Picture dictionary: v is for . . .

Type of lesson: Practice

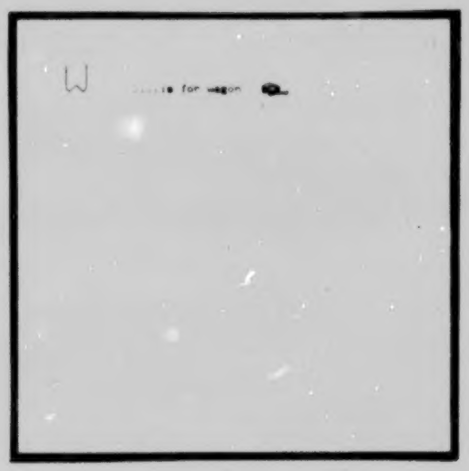
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:

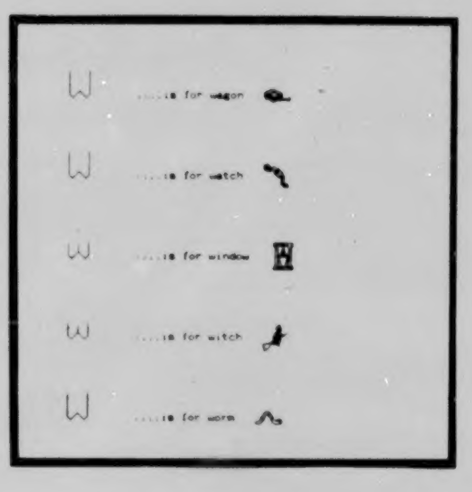
Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: Letter names



W .....is for wagon



W .....is for wagon

W .....is for watch

W .....is for window

W .....is for witch

W .....is for worm

Name of lesson: Picture dictionary: w is for . . .

Type of lesson: Practice

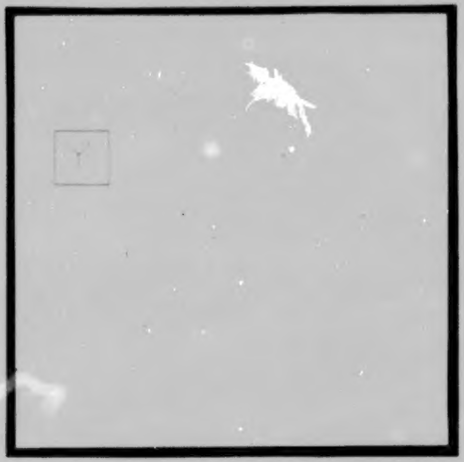
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

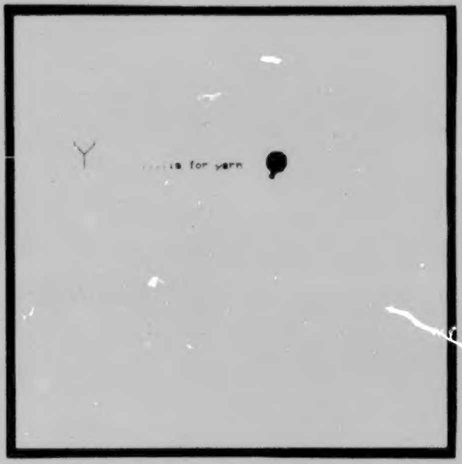
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: Letter names





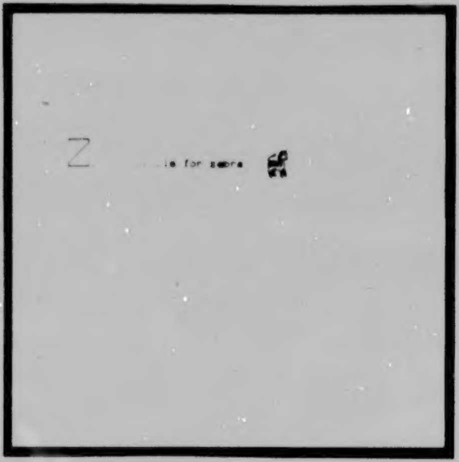
Name of lesson: Picture dictionary: y is for . . .

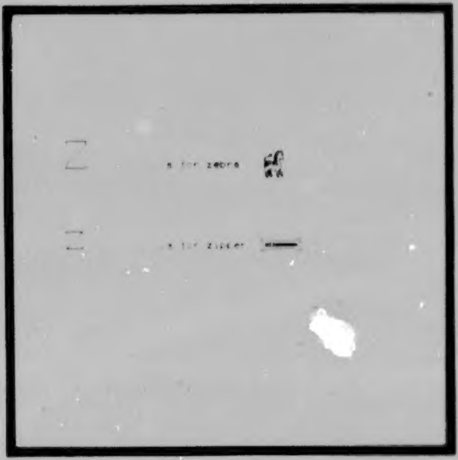
Type of lesson: Practice

Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.
Inappropriate response -- Ignored

Objective: Letter names





Name of lesson: Picture dictionary: z is for . . .

Type of lesson: Practice

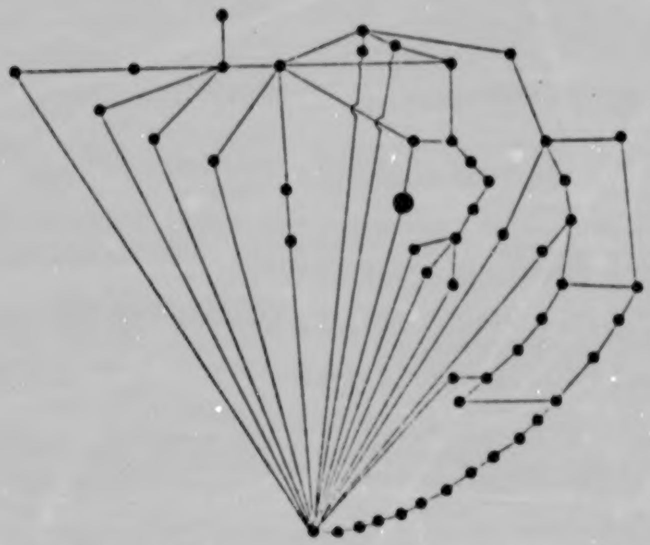
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

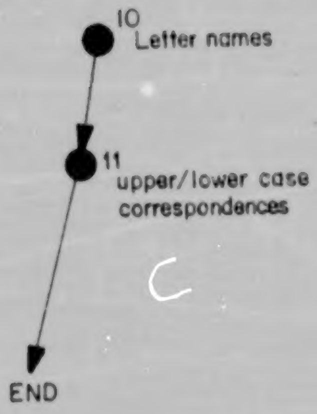
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: Upper/lower case correspondances



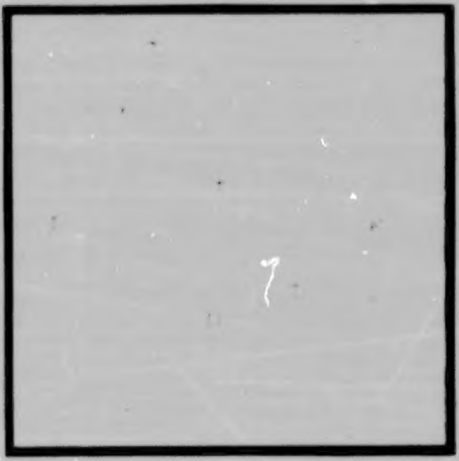

10
Letter names
11
upper/lower case
correspondences
END

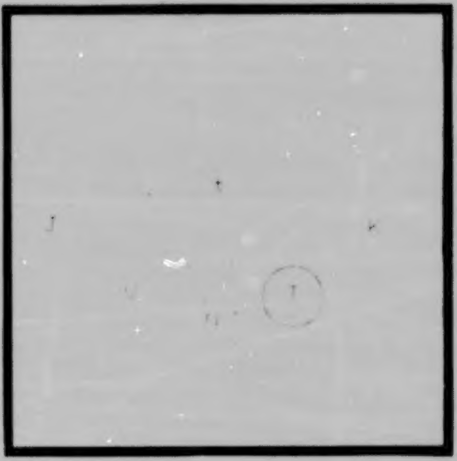
Goal: Given a letter, the child will identify the corresponding upper or lower case of that letter in a field of other letters.

Available activities:

1. Test -- Letter-in-the-Middle
2. Exercise -- Spinner Game
3. Exercise -- Letter-in-the-Middle

Objective: Upper/lower case correspondences





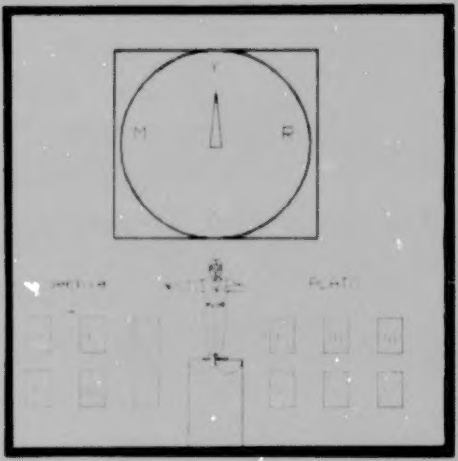
Name of lesson: Letter-in-the-Middle

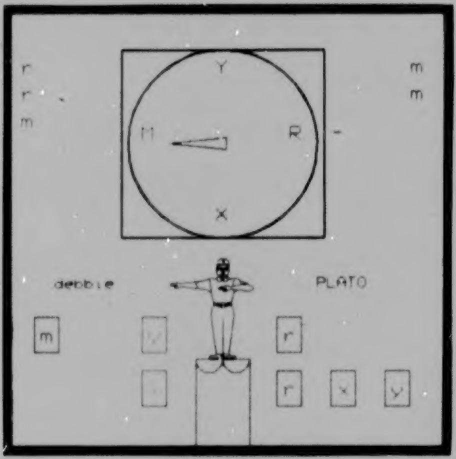
Type of lesson: Pre-test

Task: Given a letter in the middle of the screen, the child is to find the same letter, but in the opposite case.

Type of feedback: Whether the child is right or wrong, the correct letter is circled, and the next set of letters is presented.

Objective: Upper/lower case correspondences





Name of lesson: Spinner game

Type of lesson: Practice

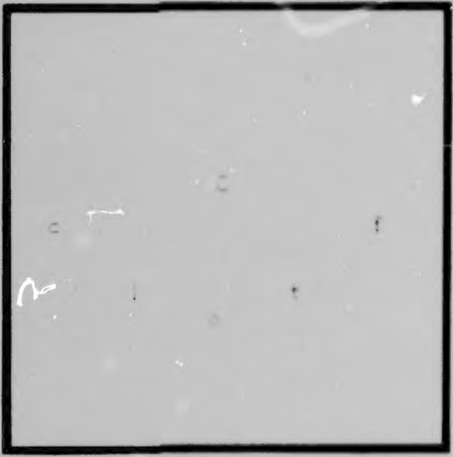
Task: PLATO draws a spinner with four letters on it; all the letters are either upper or lower case. Cards with letters in the opposite case are dealt to the child and to PLATO. The child touches the spinner to make it spin. After the spinner stops on a letter, the child can touch all the cards he has with that letter on it.

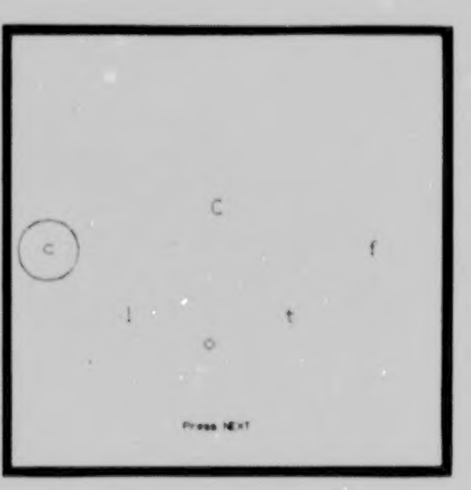
Type of feedback:

Correct response -- The cards disappear and the matched letters are listed in the upper left hand corner.

Incorrect response -- The child loses his turn.

Objective: Upper/lower case correspondences





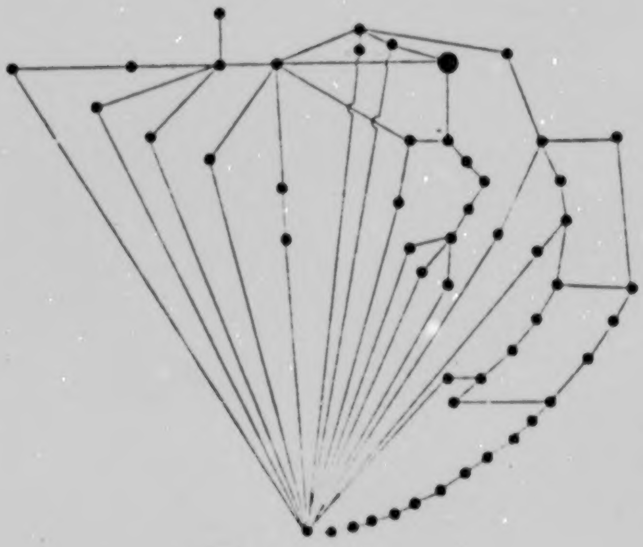
Name of lesson: Letter-in-the-Middle

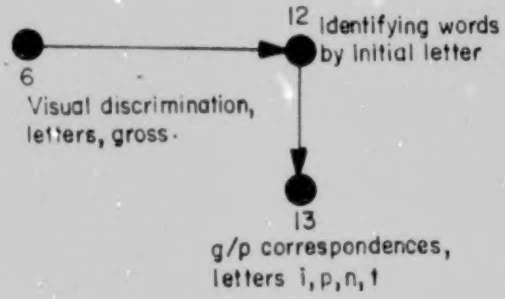
Type of lesson: Exercise

Task: An upper or lower case letter is written in the middle of the screen. Five letters, in the opposite case, are written in a semi-circle around the letter in the middle. The child must match upper and lower case letters.

Type of feedback: Whether the child is right or wrong, the correct letter is circled, and the child presses NEXT to move on to the next set of letters.

Objective: Identifying words by initial letter



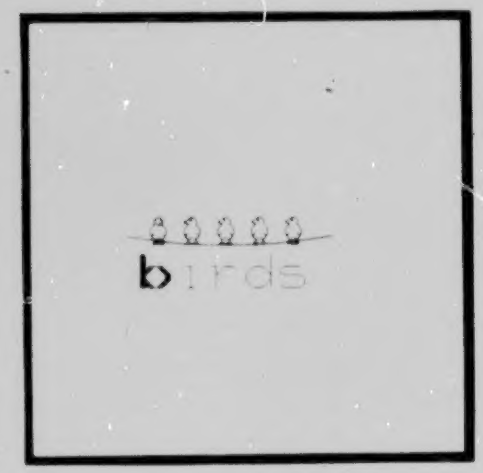

6
Visual discrimination, letters, gross.
12 Identifying words by initial letter
13
g/p correspondences, letters i, p, n, t

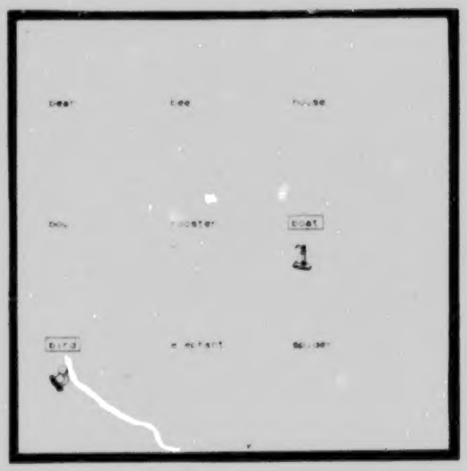
Goal: Given a field of written words the child will identify all words with a specified initial letter.

Available activities:

1. Practice -- What is a -b- word?
2. Exercise -- Beginning Sounds

Objective: Identifying words by initial letter




bear
bee
house
boy
rooster
boat
bird
elephant
spider

Name of lesson: What is a -b- word?

Type of lesson: Exercise

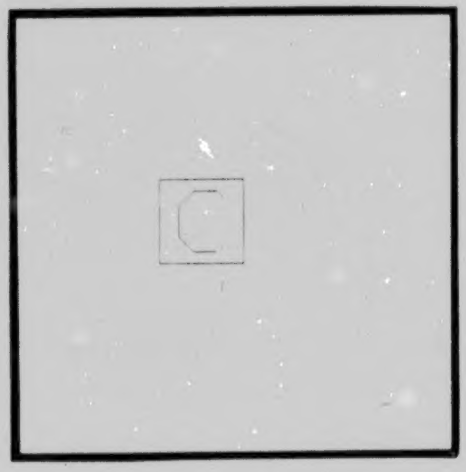
Task: The child is taught that PLATO refers to words that start with -b-, "-b- words." He is then shown a list of words and asked to pick out all the -b- words.

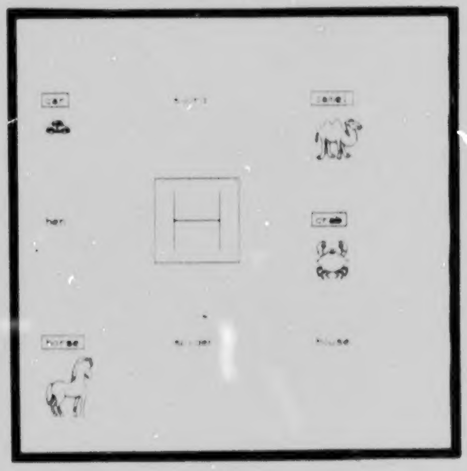
Type of feedback:

Correct response -- The initial -b- flashes and a picture of the word is shown.

Incorrect response -- Audio correction.

Objective: Identifying words by initial letter





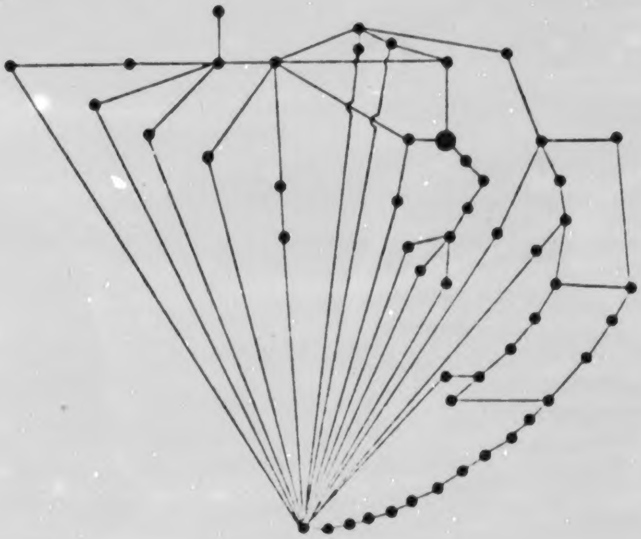
Name of lesson: Beginning Sounds

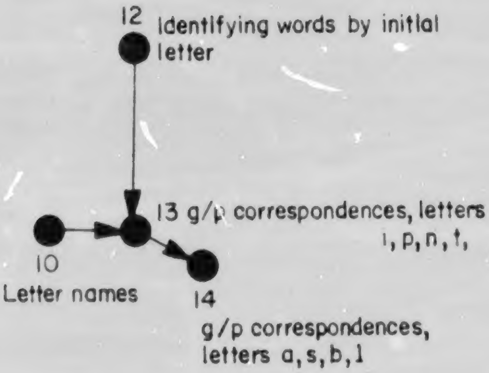
Type of lesson: Post-test

Task: PLATO writes eight words on the screen, and puts a letter in the middle of the screen. The child must find all the words that start with that letter.

Type of feedback:
Correct response -- A picture of the word is shown.
Incorrect response -- Audio correction.

Objective: G/P correspondances, letters i, p, n, t




12 Identifying words by initial letter
13 g/p correspondences, letters i, p, n, t,
10 Letter names
14 g/p correspondences, letters a, s, b, l

Goal: Given a letter or the sound of a letter, the child will identify its oral or written equivalent.

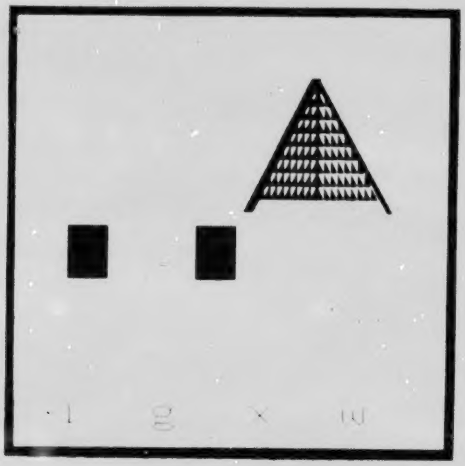
Available activities:

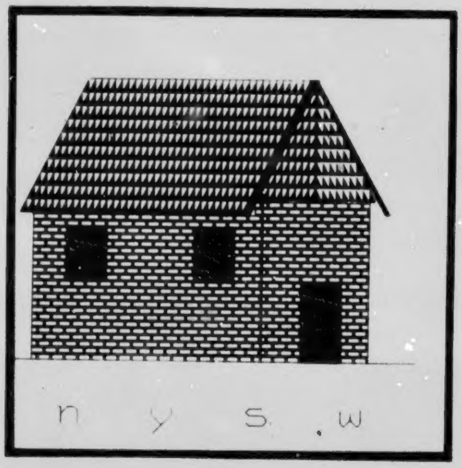
1. Pre-test -- House
2. Practice -- Picture Dictionary - i is for . . .
3. Exercise -- -i- Pictures
4. Exercise -- -i- Words
5. Practice -- Picture Dictionary - p is for . . .
6. Exercise -- Pirate - Initial -p-
7. Exercise -- -p- Pictures
8. Exercise -- -pi- Stems
9. Practice -- Word Families - Initial -p-
10. Exercise -- -ip- Stems
11. Exercise -- Pirate - Final -p-
12. Practice -- Word Families - Final -p-
13. Practice -- Picture Dictionary - n is for . . .
14. Exercise -- N-Machine - Initial -n-
15. Exercise -- -n- Pictures
16. Exercise -- Exercise -- -ni- Stems
17. Practice -- Word Families - Initial -n-
18. Exercise -- -in- Stems
19. Exercise -- -n- Words - Final -n-
20. Practice -- Word Families - Final -n-
21. Practice -- Picture Dictionary - t is for . . .
22. Exercise -- T-Train - Initial -t-
23. Exercise -- Tug-of-War - Initial -t-

Available activities continued:

24. Exercise -- -ti- Stems
25. Practice -- Word Families - Initial -t-
26. Exercise -- -it- Stems
27. Exercise -- Tug-of-War - Final -t-
28. Practice -- Word Families - Final -t-
29. Post-test -- Balloon Bear

Objective: G/P correspondences, letters i, p, n, t





Name of lesson: House

Type of lesson: Pre-test

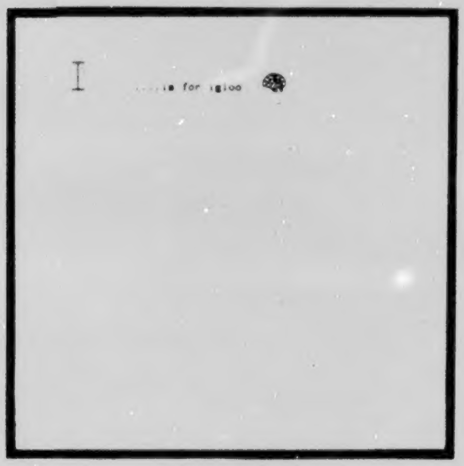
Task: The child is shown four letters at the bottom of the screen. The audio asks him to touch the letter which says /a/ as in apple (for example).

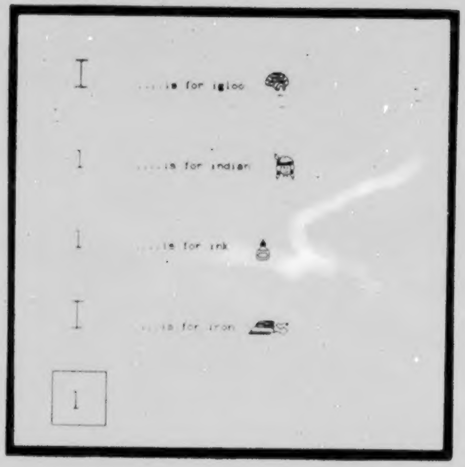
Type of feedback:

Correct response -- Parts are added to a house until the whole house is displayed.

Incorrect response -- Another set of letters is shown with a new audio request. If we run out of questions before the entire house is built, the rest of the house is automatically displayed.

Objective: G/P correspondences, letters i, p, n, t


I
....is for igloo


I
....is for igloo
i
....is for indian
i
....is for ink
I
....is for iron
i

Name of lesson: Picture dictionary; **i is for . . .**

Type of lesson: Practice

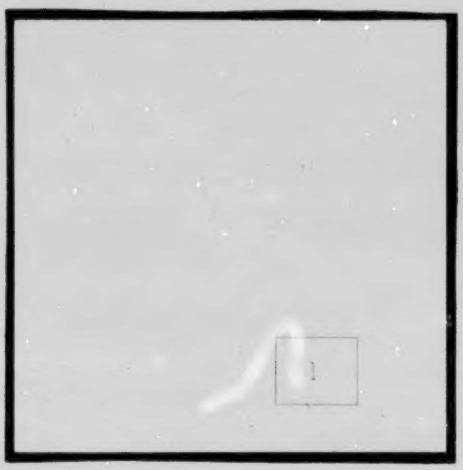
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

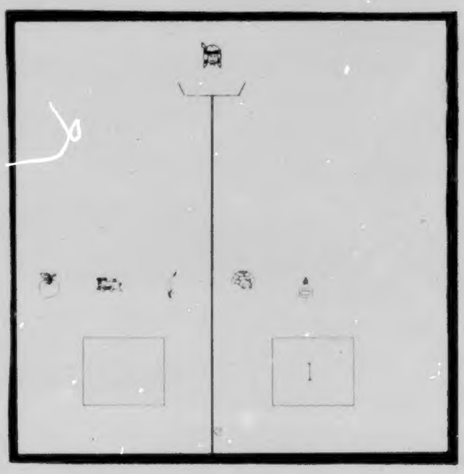
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: G/P correspondences, letters i, p, n, t





Name of lesson: -i- Pictures

Type of lesson: Exercise

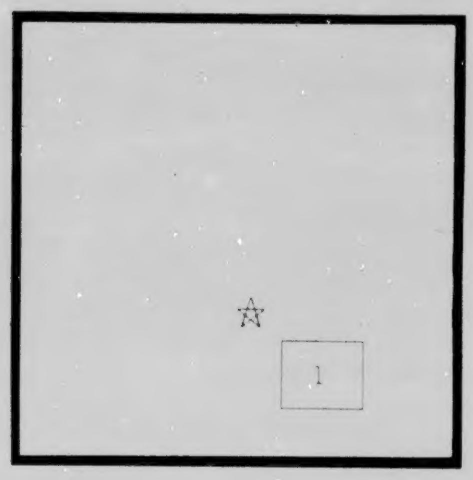
Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

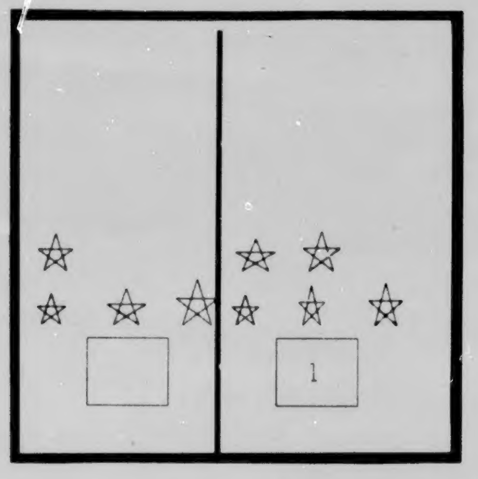
Type of feedback:

Correct response -- The picture is placed on the appropriate side.

Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P correspondences, letters i, p, n, t





Name of lesson: -i- Words

Type of lesson: Exercise

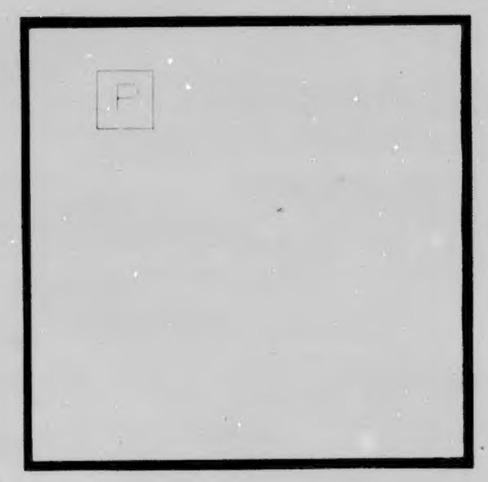
Task: The child is introduced to the sound of the letter, and taught to touch the letter in the box each time he hears a word with that sound in it. When he hears words without the target sound, he touches an empty box.

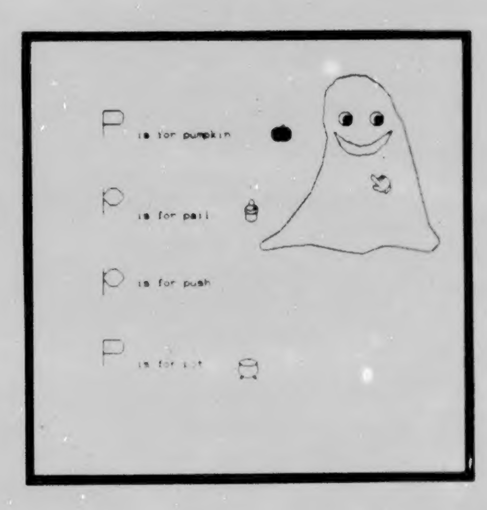
Type of feedback:

Correct response -- A star is drawn on the appropriate side for each right answer.

Incorrect response: The child is told to touch the other box. After several errors, the child is just given the next word.

Objective: G/P correspondences, letters i, p, n, t




P is for pumpkin
p is for pail
p is for push
P is for pot

Name of lesson: Picture dictionary; p is for . . .

Type of lesson: Practice

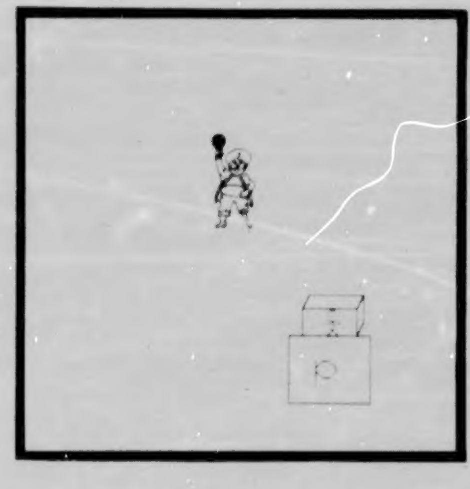
Task: PLATO displays, one by one, several upper and lower case "p's." The child's task is to touch a letter and attend to the words and display that follow.

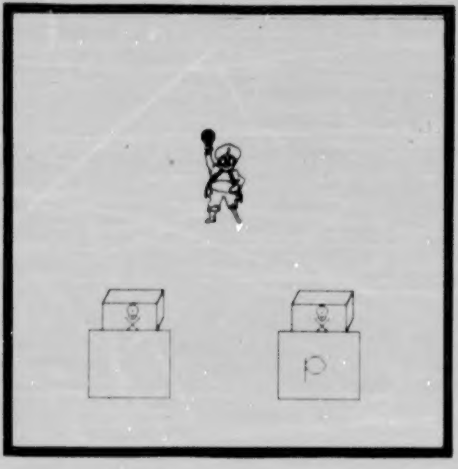
Type of feedback:

Appropriate response -- The child receives audio and visual display, including animation, illustrating words beginning with "p."

Inappropriate response -- Ignored

Objective: G/P correspondences, letters i, p, n, t





Name of lesson: Pirate - initial -p-

Type of lesson: Exercise

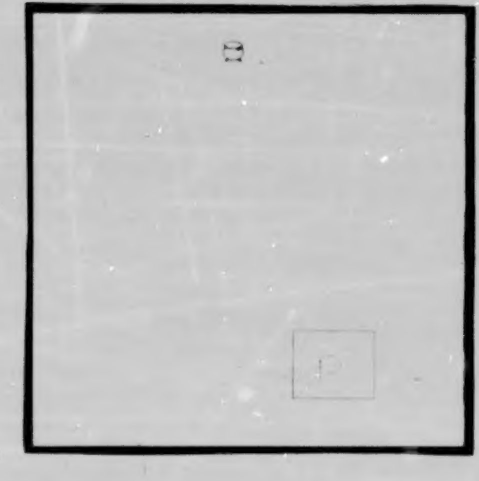
Task: PLATO displays a pirate with two treasure chests, one above a box containing the letter p and one above an empty box. The audio delivers, one at a time, examples and non-examples of words beginning with -p-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child identifies a word correctly, the pirate tosses a coin into the appropriate treasure chest.

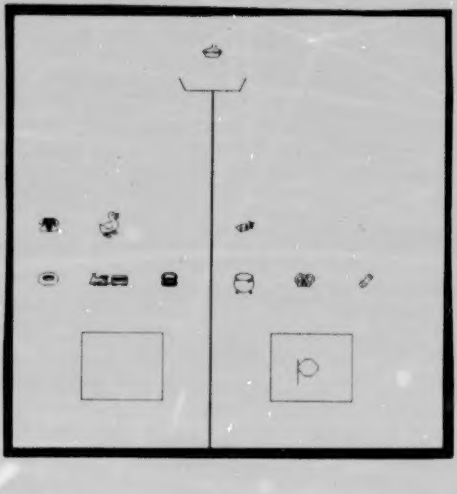
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters i, p, n, t





Name of lesson: -p- Pictures

Type of lesson: Exercise

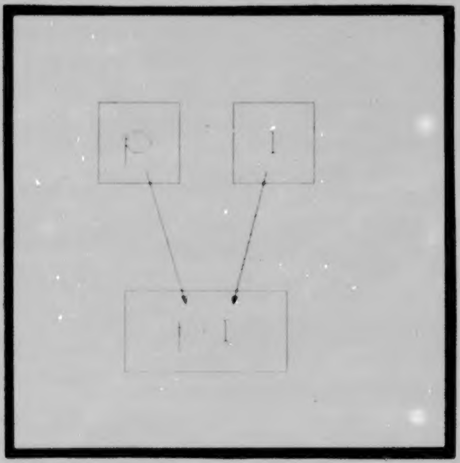
Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

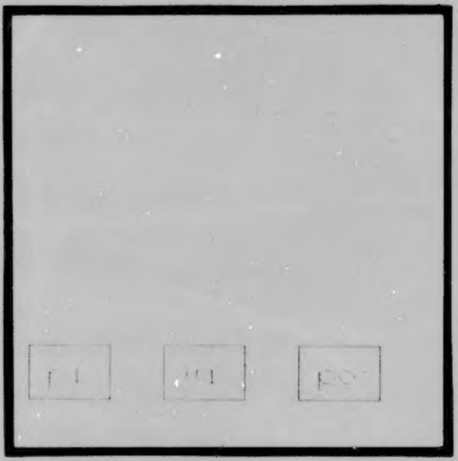
Type of feedback:

Correct response -- The picture is placed on the appropriate side.

Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P Correspondences, letters i, p, n, t





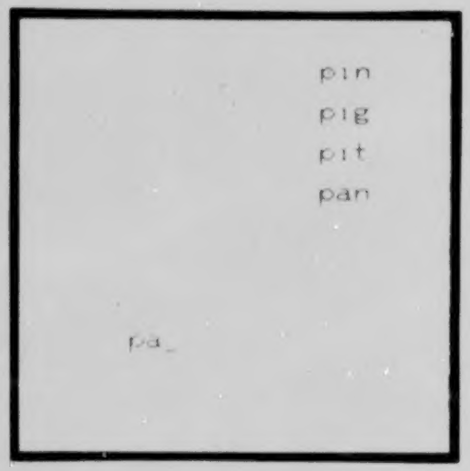
Name of lesson: -pi- Stems

Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters i, p, n, t



Name of lesson: Word Families - Initial -p-

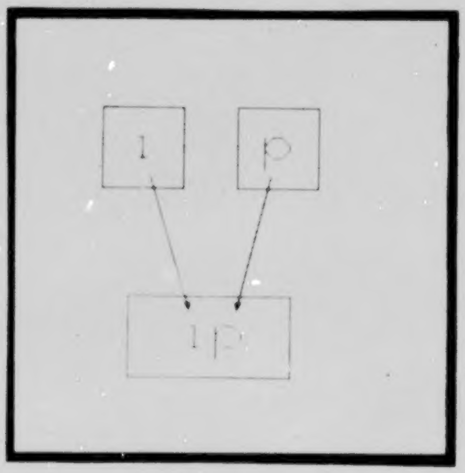
Type of lesson: Practice

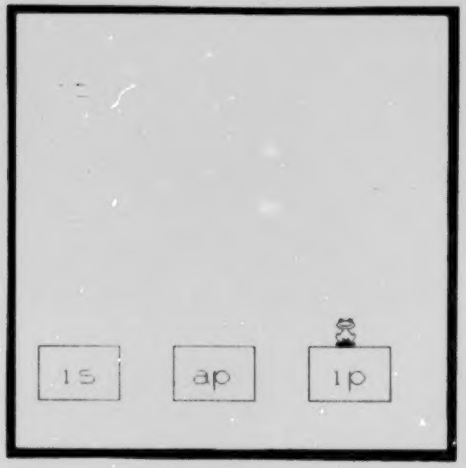
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P Correspondences, letters i, p, n, t





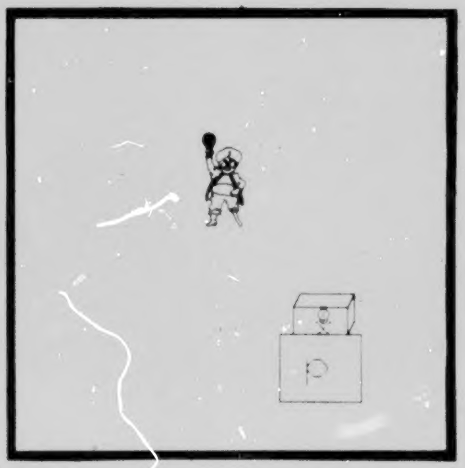
Name of lesson: -ip- Stems

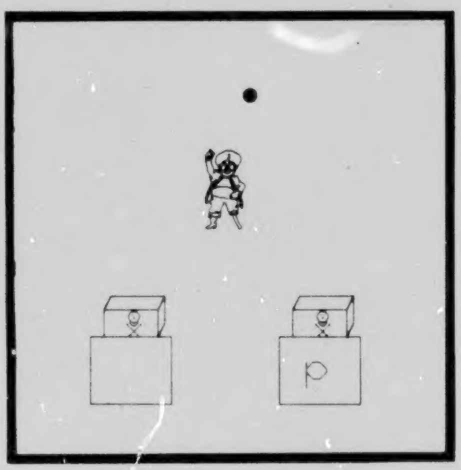
Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P correspondences, letters i, p, n, t





Name of lesson: Pirate - final -p-

Type of lesson: Exercise

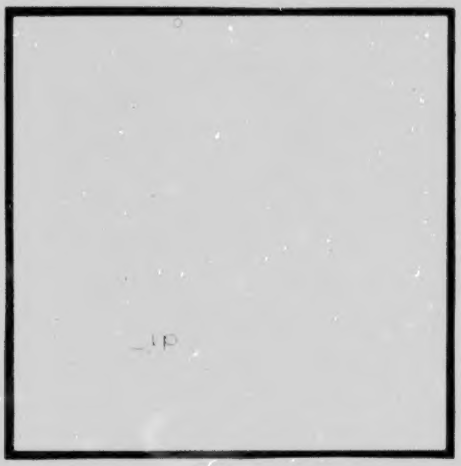
Task: PLATO displays a pirate with two treasure chests, one above a box containing the letter p and one above an empty box. The audio delivers, one at a time, examples and non-examples of words beginning with -p-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child identifies a word correctly, the pirate tosses a coin into the appropriate treasure chest.

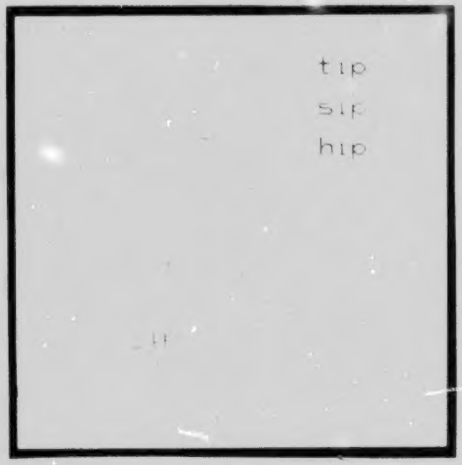
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P Correspondences, letters i, p, n, t





Name of lesson: Word Families - Final -p-

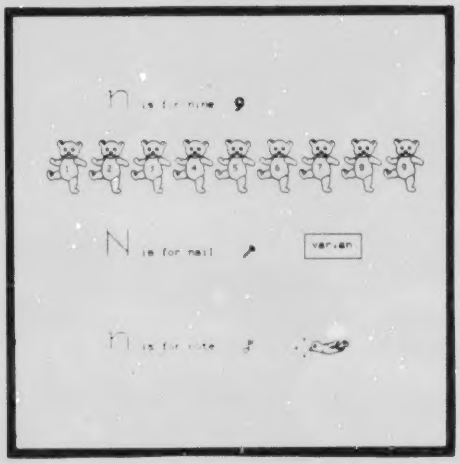
Type of lesson: Practice

Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters i, p, n, t


n is for nine
9
1
2
3
4
5
6
7
8
9
N is for nail
n is for note

Name of lesson: Picture dictionary; n is for . . .

Type of lesson: Practice

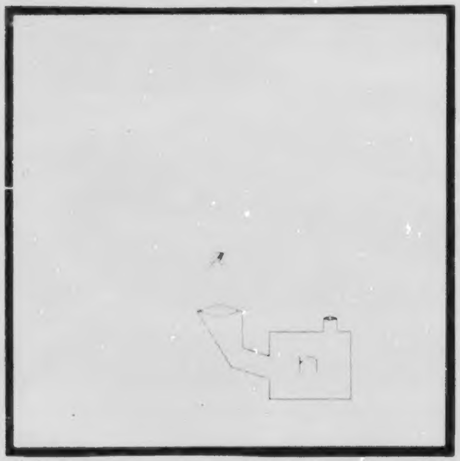
Task: PLATO displays, one by one, several upper and lower case "n's." The child's task is to touch a letter and attend to the words and display that follow.

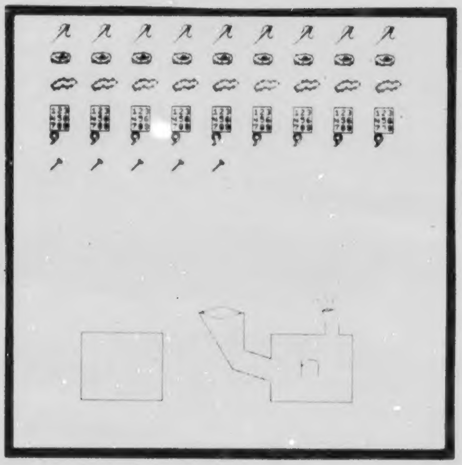
Type of feedback:

Appropriate response -- The child receives audio and visual display, including animation, illustrating words beginning with "n."

Inappropriate response -- Ignored

Objective: G/P correspondences, letters i, p, n, t





Name of lesson: N-machine - initial -n-

Type of lesson: Exercise

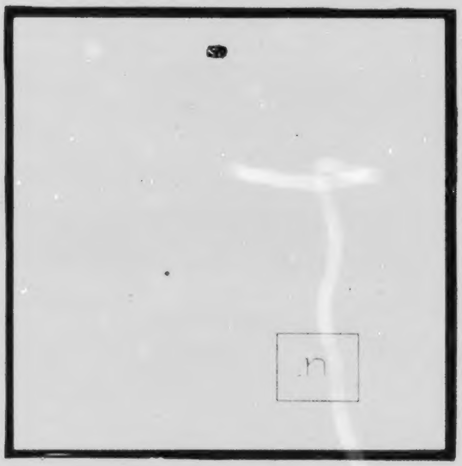
Task: PLATO displays an N-machine which makes nine examples of objects which begin with the letter -n-. The audio delivers, one at a time, examples and non-examples of words beginning with -n-. The audio is accompanied by a visual display of the object named. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When a child correctly identifies an -n- word, the machine makes nine examples of the object.

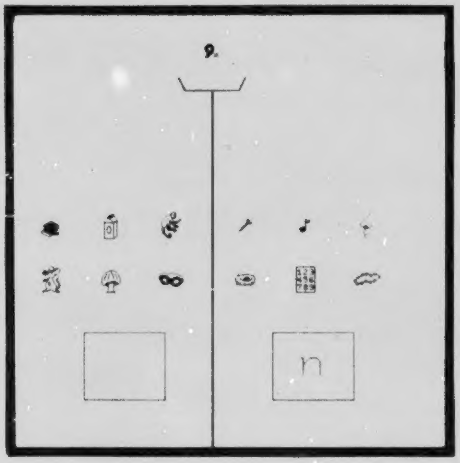
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters i, p, n, t





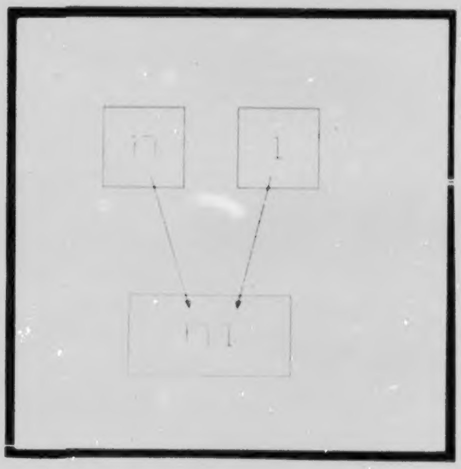
Name of lesson: -n- Pictures

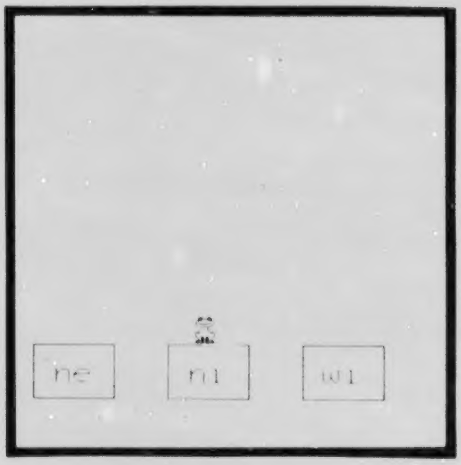
Type of lesson: Exercise

Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

Type of feedback:
Correct response -- The picture is placed on the appropriate side.
Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P Correspondences, letters i, p, n, t





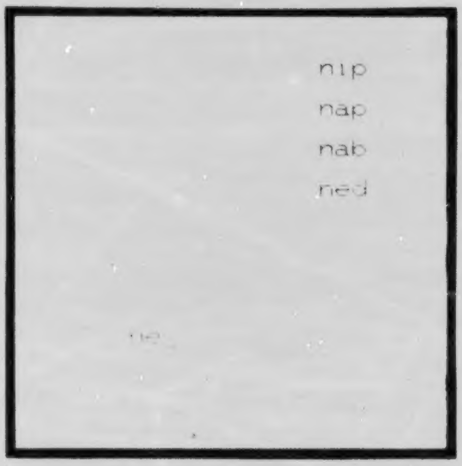
Name of lesson: -ni- Stems

Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters i, p, n, t



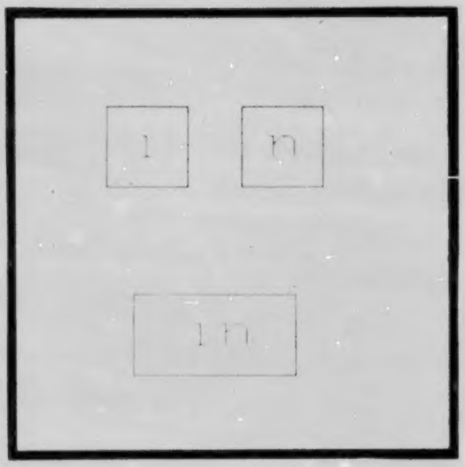
Name of lesson: Word Families - Initial -n-

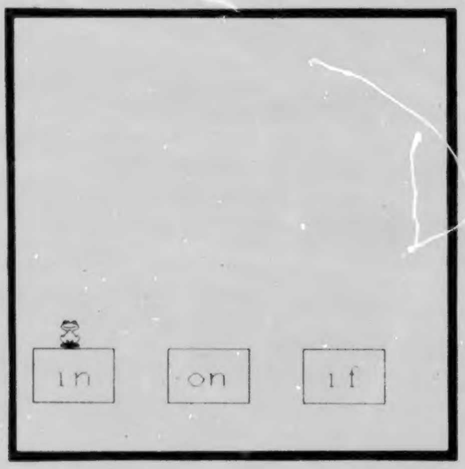
Type of lesson: Practice

Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:
Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P Correspondences, letters i, p, n, t





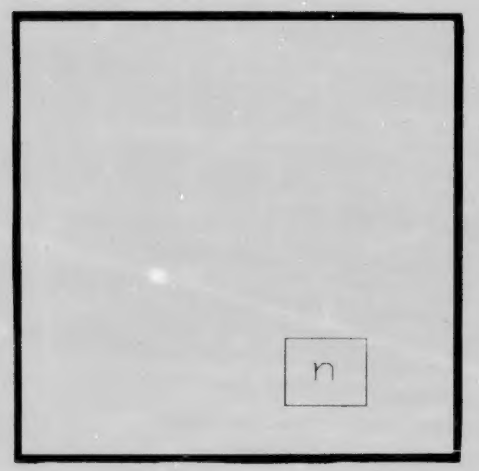
Name of lesson: -in- Stems

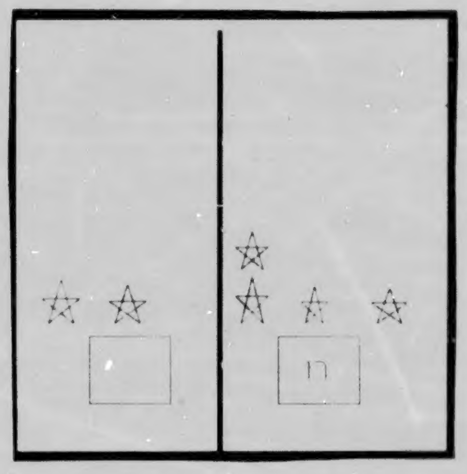
Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P correspondences, letters i, p, n, t





Name of lesson: -n- Words - Final -n-

Type of lesson: Exercise

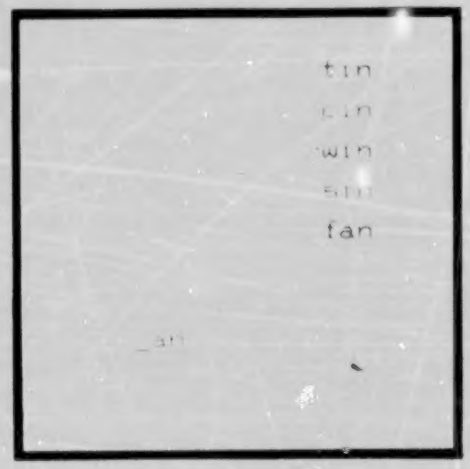
Task: The child is introduced to the sound of the letter, and taught to touch the letter in the box each time he hears a word with that sound in it. When he hears words without the target sound, he touches an empty box.

Type of feedback:

Correct response -- A star is drawn on the appropriate side for each right answer.

Incorrect response: The child is told to touch the other box. After several errors, the child is just given the next word.

Objective: G/P Correspondences, letters i, p, n, t



Name of lesson: Word Families - Final -n-

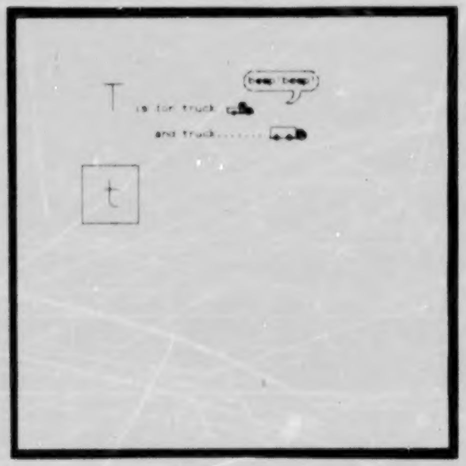
Type of lesson: Practice

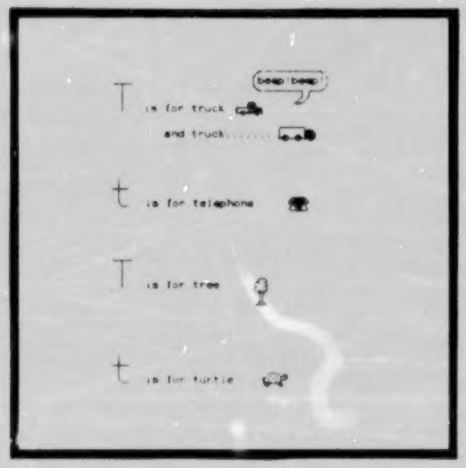
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters i, p, n, t


beep beep
T is for truck
and truck........
t


beep beep
T is for truck
and truck........
t is for telephone
T is for tree
t is for turtle

Name of lesson: Picture dictionary; t is for . . .

Type of lesson: Practice

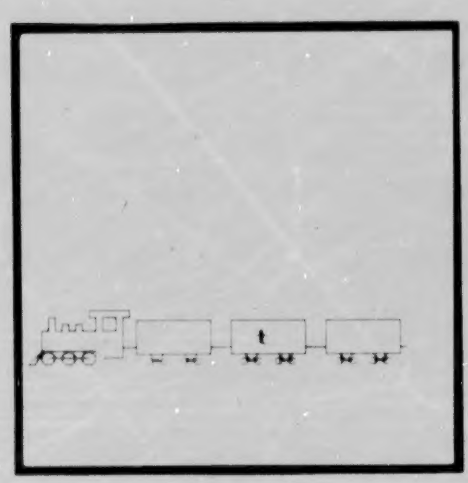
Task: PLATO displays, one by one, several upper and lower-case "t's." The child's task is to touch a letter and attend to the words and display that follow.

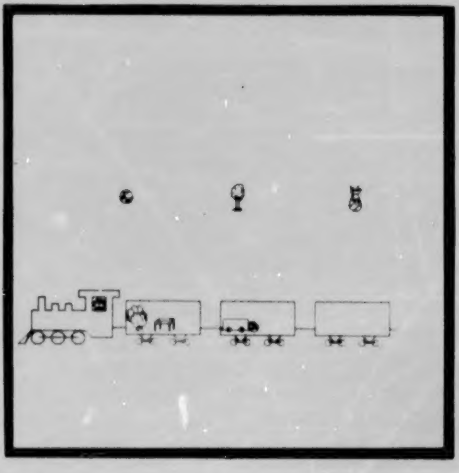
Type of feedback:

Appropriate response -- The child receives audio and visual display, including animation, illustrating words beginning with "t."

Inappropriate response -- Ignored

Objective: G/P correspondences, letters i, p, n, t





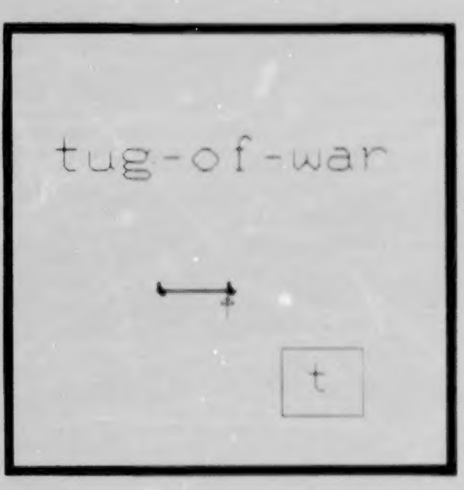
Name of lesson: T-Train - initial -t-

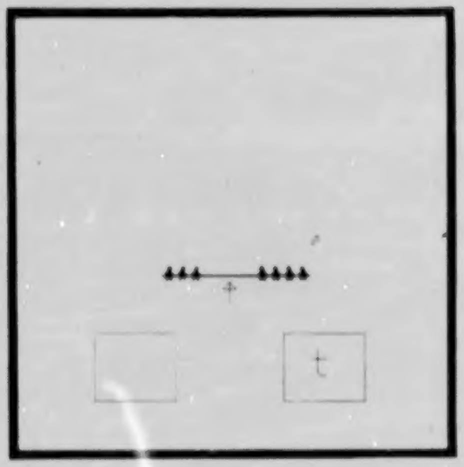
Type of lesson: Exercise

Task: PLATO draws a train with three cars. As the letter -t- appears on each car, one at a time, the child hears the /t/ sound and is asked to touch the -t-. After selecting an appropriate driver for the "T-Train", the student is asked to load up the train with -t- words; he is shown three pictures, one of which is a -t- word.

Type of feedback:
Correct response -- Visual re-inforcement.
Incorrect response -- Audio guides student to correct response.

Objective: G/P correspondences, letters i, p, n, t





Name of lesson: Tug-of-war - initial -t-

Type of lesson: Exercise

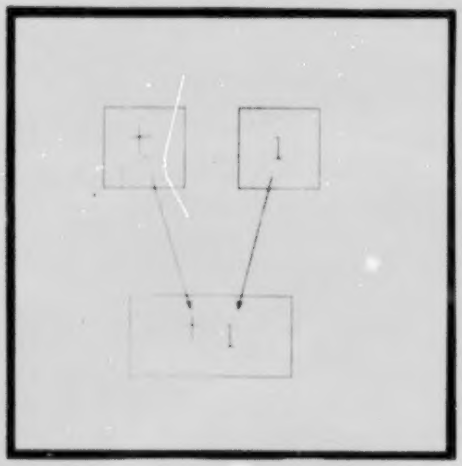
Task: PLATO displays small opposing teams playing tug-of war. The audio delivers, one at a time, examples and non-examples of words beginning with -t-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When a child correctly categorizes a word, a man is added to the -t-team or non-t-team as appropriate.

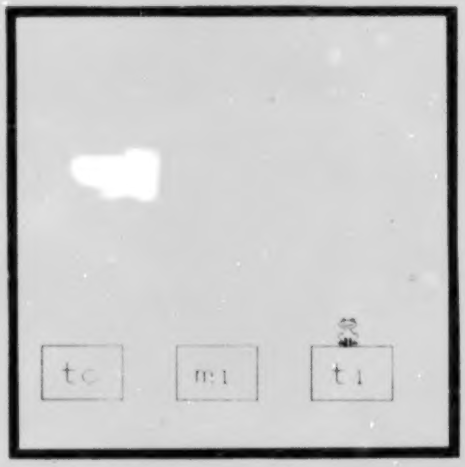
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes to the next word.

Objective: G/P Correspondences, letters i, p, n, t





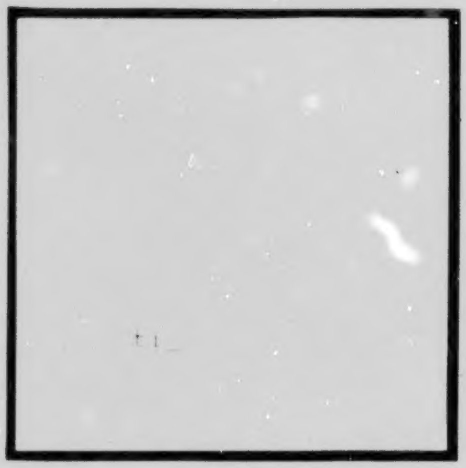
Name of lesson: -ti- Stems

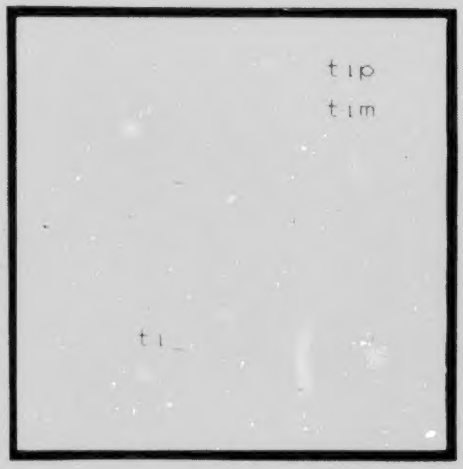
Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters i, p, n, t


ti_


tip

tim

ti_

Name of lesson: Word Families - Initial -t-

Type of lesson: Practice

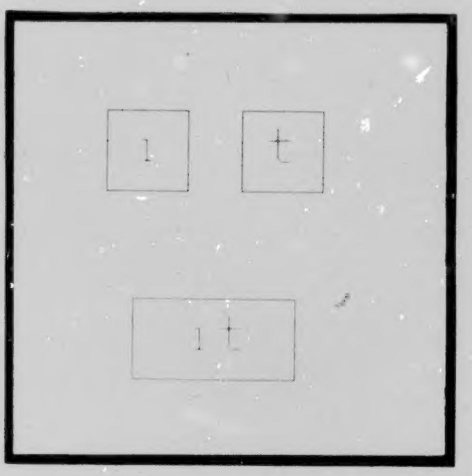
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

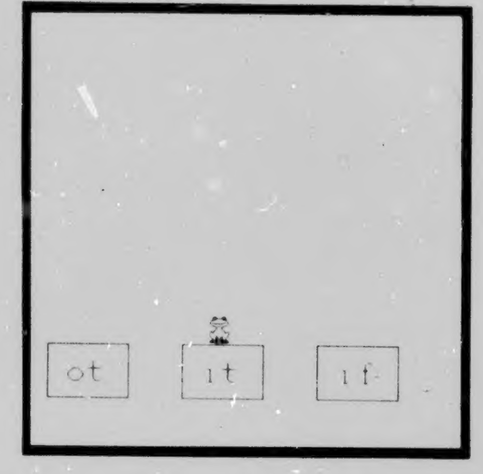
Type of feedback:

Correct response -- Audio pronounces word and word is added to list.

Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P Correspondences, letters i, p, n, t





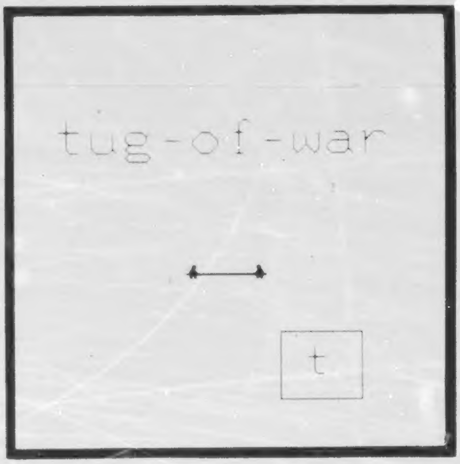
Name of lesson: -it- Stems

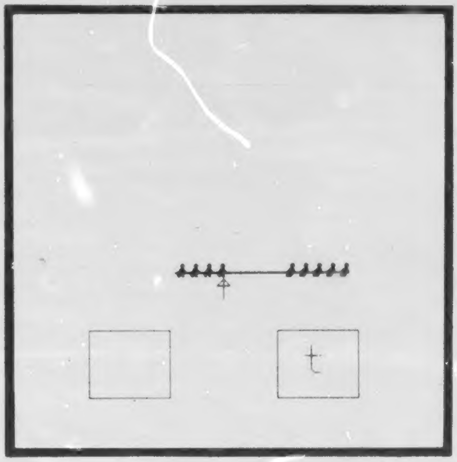
Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P correspondences, letters i, p, n, t





Name of lesson: Tug-of-war - final -t-

Type of lesson: Exercise

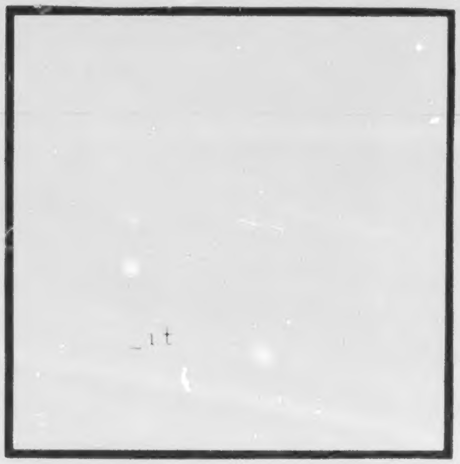
Task: PLATO displays small opposing teams playing tug-of-war. The audio delivers, one at a time, examples and non-examples of words ending in -t-. The child is to categorize the words he hears as being examples or non-examples of words ending with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When a child correctly identifies a word, a man is added to the -t-team or non-t-team as appropriate.

Type of feedback:

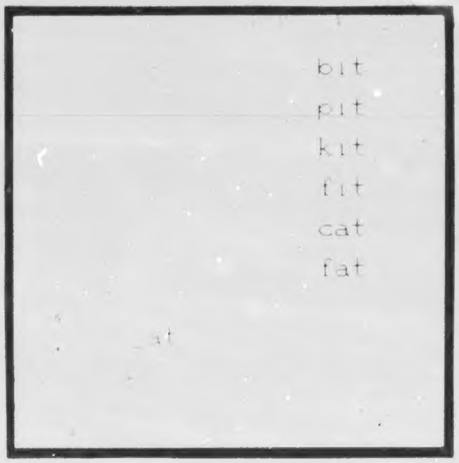
Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P Correspondences, letters i, p, n, t



_it



bit
pit
kit
fit
cat
fat

_at

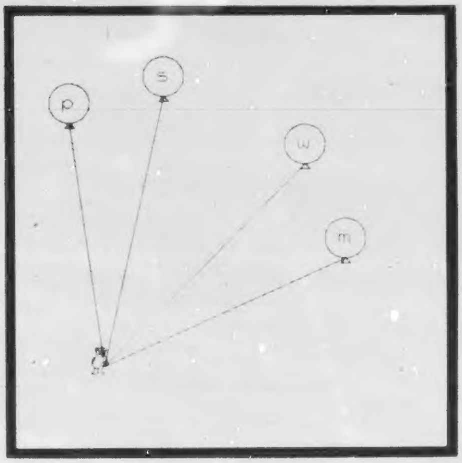
Name of lesson: Word Families - Final -t-

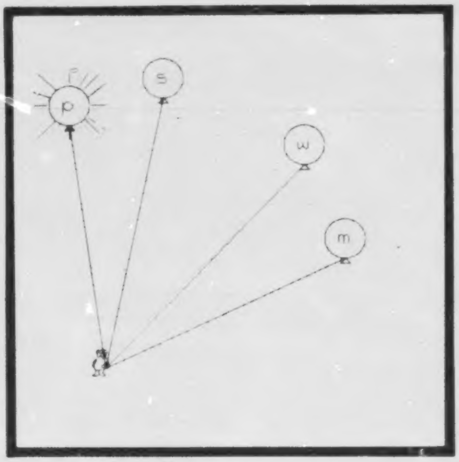
Type of lesson: Practice

Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:
Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters i, p, n, t





Name of lesson: Balloon Bear

Type of lesson: Post-test

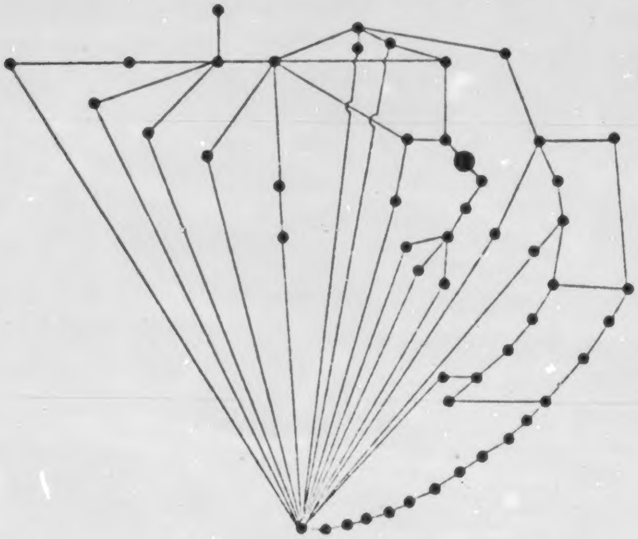
Task: Balloon Bear holds four balloons, each with a letter in it. The audio tells the child to touch the letter which says /a/ as in apple (for example).

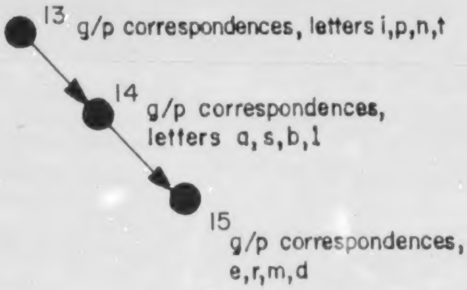
Type of feedback:

Correct response -- The balloon explodes and Balloon Bear gets four new ones.

Incorrect response -- The letter in the balloon the child touched is erased. Audio directs the child to try again. After a second wrong response, the screen is erased and Balloon Bear gets four more balloons.

Objective: G/P correspondances, letters a, s, b, l




13 g/p correspondences, letters i,p,n,t
14 g/p correspondences, letters a,s,b,l
15 g/p correspondences, e,r,m,d

Goal: Given a letter or the sound of a letter, the child will identify its oral or written equivalent.

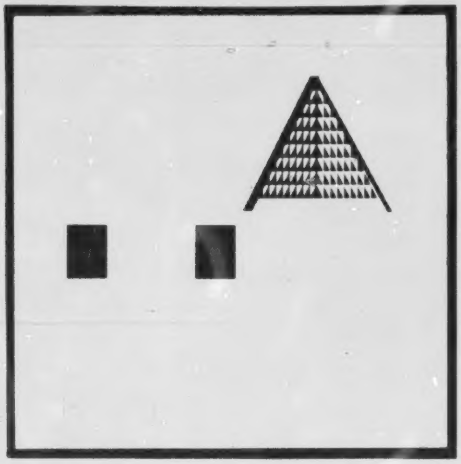
Available activities:

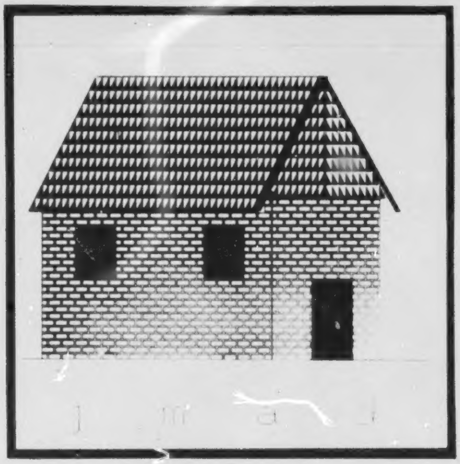
1. Pre-test -- House
2. Practice -- Picture Dictionary - a is for . . .
3. Exercise -- Andrew Anteater - Initial -a-
4. Exercise -- -a- Pictures
5. Practice -- Picture Dictionary - s is for . . .
6. Exercise -- Sammy Seal - Initial -s-
7. Exercise -- Snow - Initial -s-
8. Exercise -- -sa- Stems
9. Practice -- Word Families - Initial -s-
10. Exercise -- -as- Stems
11. Exercise -- Swami - Final -s-
12. Practice -- Word Families - Final -s-
13. Practice -- Picture Dictionary - B is for . . .
14. Exercise -- Birds - Initial -b-
15. Exercise -- Bosco Bear - Initial -b-
16. Exercise -- -ba- Stems
17. Practice -- Word Families - Initial -b-
18. Exercise -- -ab- Stems
19. Exercise -- Bosco Bear - Final -b-
20. Practice -- Word Families - Final -b-
21. Practice -- Picture Dictionary - l is for . . .
22. Exercise -- Lucky Lion - Initial -l-
23. Exercise -- -l- Pictures

Available activities continued:

24. Exercise -- -la- Stems
25. Practice -- Word Families - Initial -l-
26. Exercise -- -ill- Word Stems
27. Exercise -- Lucky Lion - Final -ll-
28. Practice -- Word Families - Final -ll-
29. Post-test -- Balloon Bear

Objective: G/P correspondences, letters a, s, b, l





Name of lesson: House

Type of lesson: Pre-test

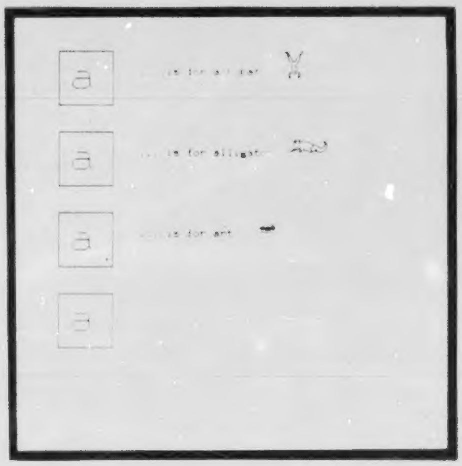
Task: The child is shown four letters at the bottom of the screen. The audio asks him to touch the letter which says /a/ as in apple (for example).

Type of feedback:

Correct response -- Parts are added to a house until the whole house is displayed.

Incorrect response -- Another set of letters is shown with a new audio request. If we run out of questions before the entire house is built, the rest of the house is automatically displayed.

Objective: G/P correspondences, letters a, s, b, l



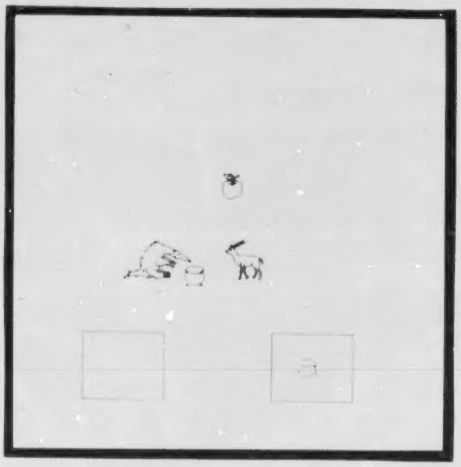
Name of lesson: Picture dictionary; a is for . . .

Type of lesson: Practice

Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.
Inappropriate response -- Ignored

Objective: G/P correspondences, letters a, s, b, l



Name of lesson: Andrew Anteater - initial -a-

Type of lesson: Exercise

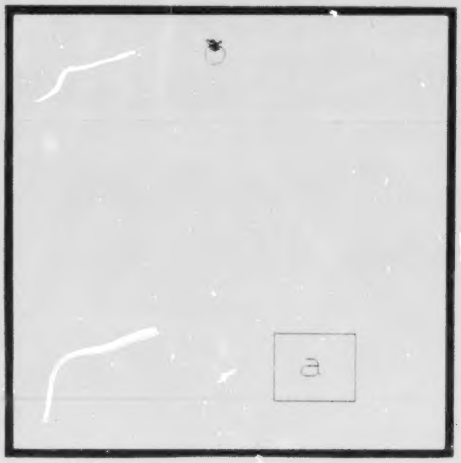
Task: Andrew Anteater is making soup containing items beginning with short -a-. The audio delivers, one at a time, examples and non-examples of words beginning with -a-. At the same time the child sees a picture of the item named. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with short -a-, the item goes into Andrew's pot.

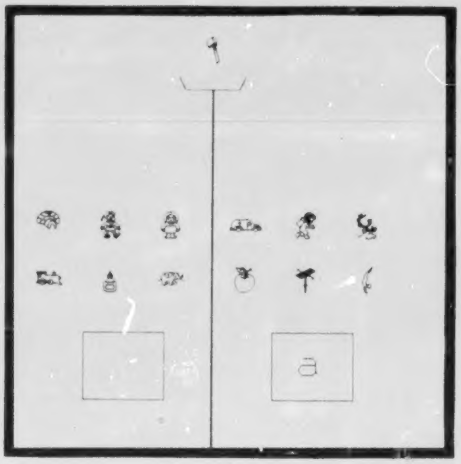
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters a, s, b, l





Name of lesson: -a- Pictures

Type of lesson: Exercise

Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

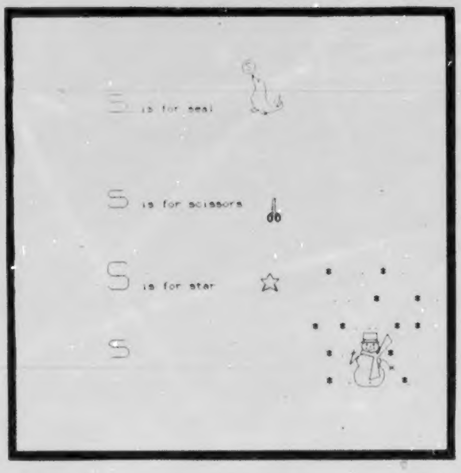
Type of feedback:

Correct response -- The picture is placed on the appropriate side.

Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P correspondences, letters a, s, b, l

S is for seal


S is for seal
S is for scissors
S is for star
S

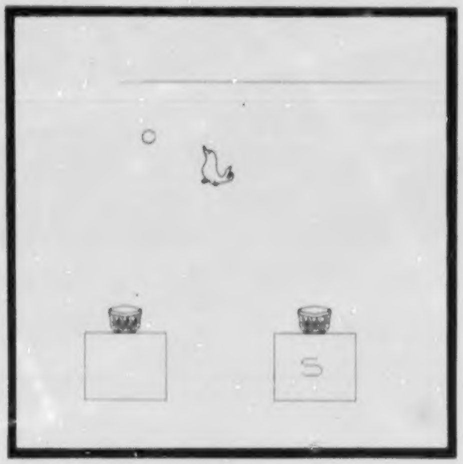
Name of lesson: Picture dictionary; s is for . . .

Type of lesson: Practice

Task: PLATO displays, one by one, several upper and lower case "s's." The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response -- The child receives audio and visual display, including animation, illustrating words beginning with "s."
Inappropriate response -- Ignored

Objective: G/P correspondences, letters a, s, b, l



Name of lesson: Sammy Seal - initial -s-

Type of lesson: Exercise

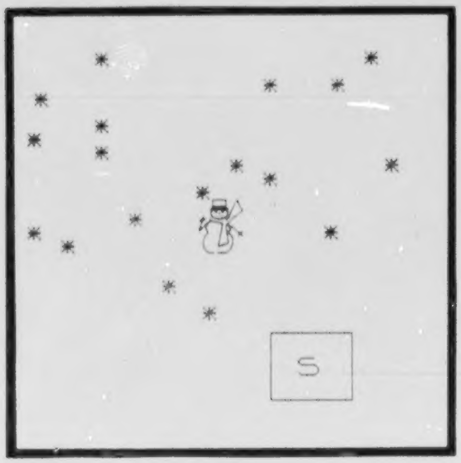
Task: Sammy Seal can toss beach balls into one basket for words beginning with -s- and into another basket for words not beginning with -s-. The audio delivers, one by one, examples and non-examples of words beginning with -s-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word, Sammy tosses a ball into the appropriate basket.

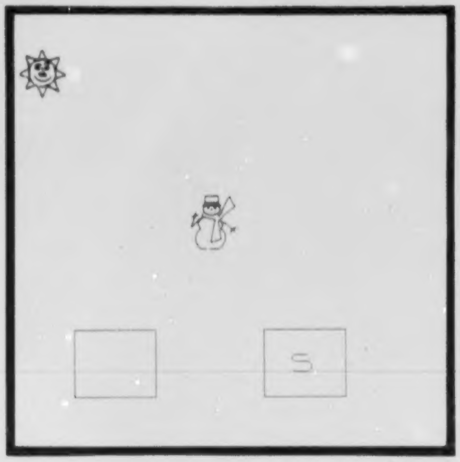
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters a, s, b, l





Name of lesson: Snow - initial -s-

Type of lesson: Exercise

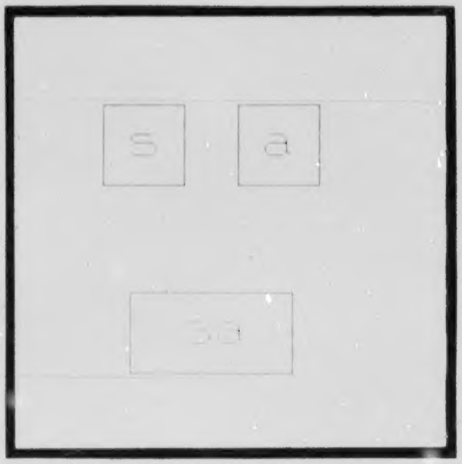
Task: PLATO displays a snowman. The audio delivers, one at a time, examples and non-examples of words beginning with -s-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies an -s- word, the snowman gets a refreshing shower of snow.

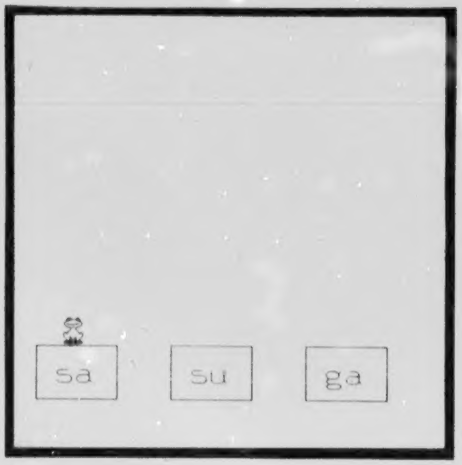
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P Correspondences, letters a, s, b, l





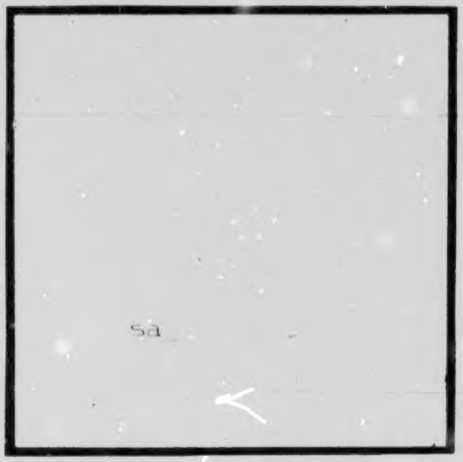
Name of lesson: -sa- Stems

Type of lesson: Exercise

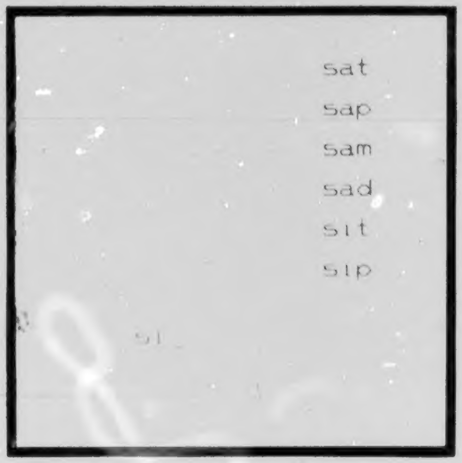
Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters a, s, p, i



sa_



sat
sap
sam
sad
sit
sip

si_

Name of lesson: Word Families - Initial -s-

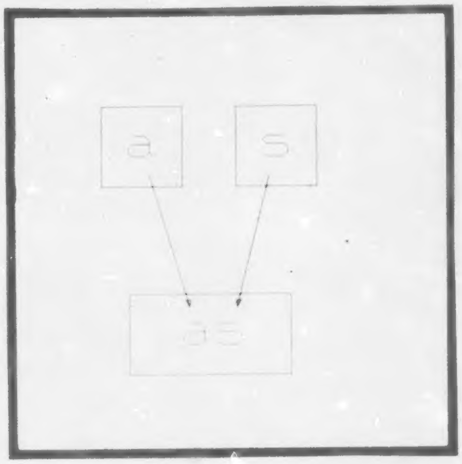
Type of lesson: Practice

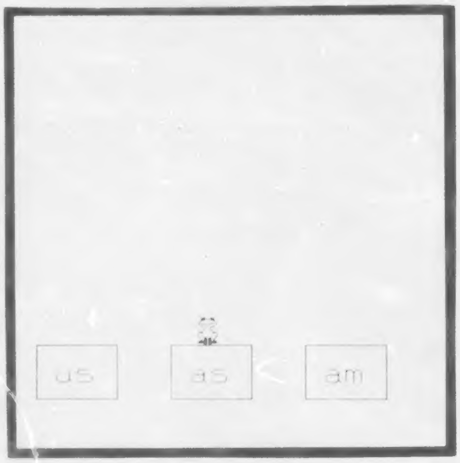
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P Correspondences, letters a, s, b, l





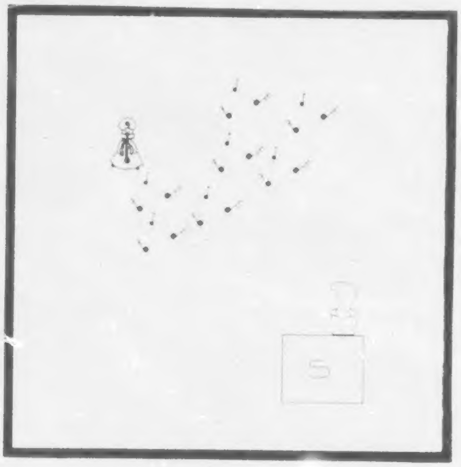
Name of lesson: -as- Stems

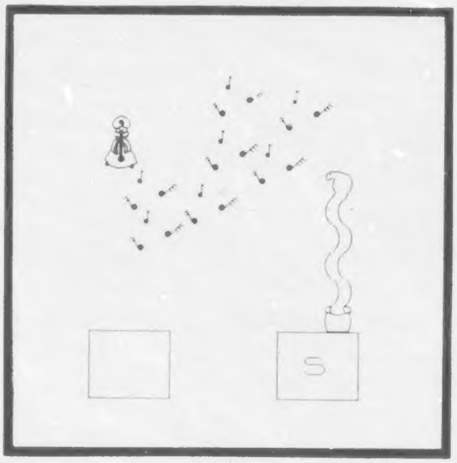
Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P correspondences, letters a, s, b, l





Name of lesson: Swami - final -s-

Type of lesson: Exercise

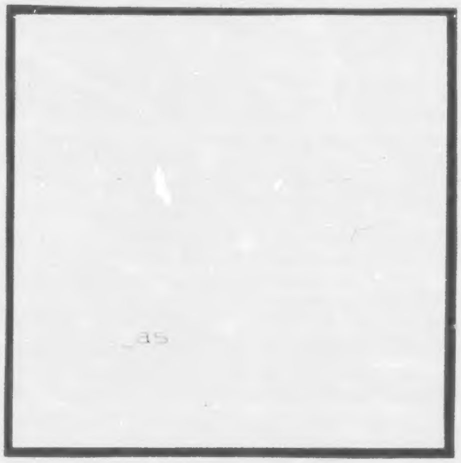
Task: PLATO displays a Swami who tootles a flute and causes a snake to dance. The audio delivers, one at a time, examples and non-examples of words ending in -s-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word ending in -s-, the Swami tootles and the snake dances.

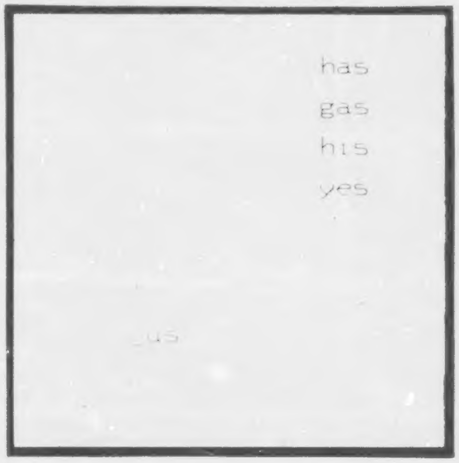
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter.

Objective: G/P Correspondences, letters a, s, b, l





Name of lesson: Word Families Final -s-

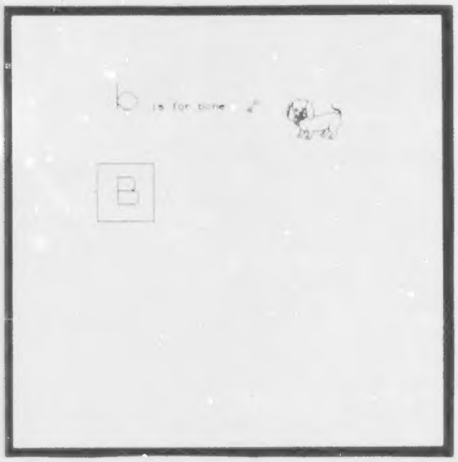
Type of lesson: Practice

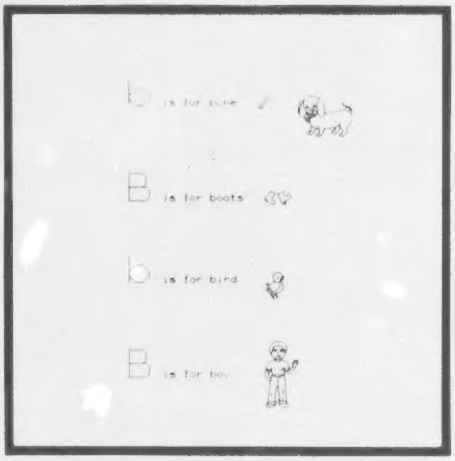
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters a, s, b, l


b is for bone
B


b is for bone
B is for boots
b is for bird
B is for boy

Name of lesson: Picture dictionary; b is for . . .

Type of lesson: Practice

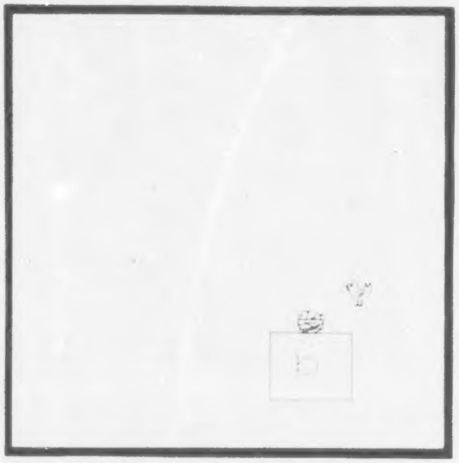
Task: PLATO displays, one by one, several upper and lower case "b's." The child's task is to touch a letter and attend to the words and display that follow.

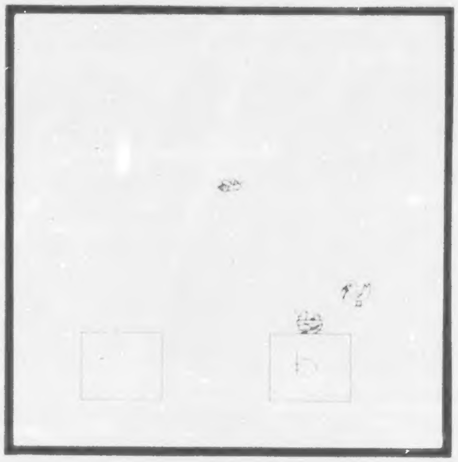
Type of feedback:

Appropriate response -- The child receives audio and visual display, including animation, illustrating words beginning with "b."

Inappropriate response -- Ignored

Objective: G/P Correspondences, letters a, s, b, 1





Name of lesson: Birds - initial -b-

Type of lesson: Exercise

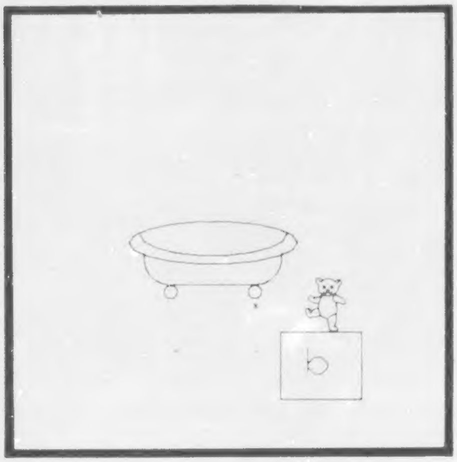
Task: PLATO shows a mother bird with her baby birds. The mother bird can always find worms near objects that start with -b-. The child touches the letter -b- in a box every time he hears a /b/ word; and he touches an empty box for words without /b/.

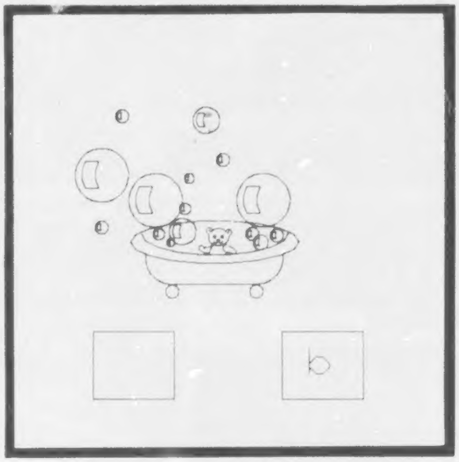
Type of feedback:

Correct response -- Mother bird flies to the -b- object, finds a worm, returns and feeds it to one of the baby birds.

Incorrect response -- Audio directs the child to touch the other box. After several errors, audio correction is omitted and PLATO goes on to the next word.

Objective: G/P correspondences, letters a, s, b, l





Name of lesson: Bosco Bear - initial -b-

Type of lesson: Exercise

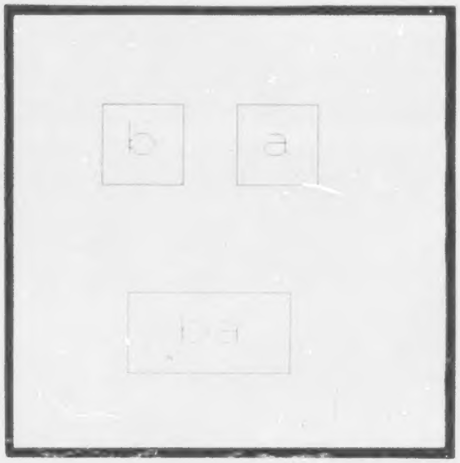
Task: PLATO displays Bosco, a bear who loves bubble baths. The audio delivers, one at a time, examples and non-examples of words beginning with -b-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -b-, Bosco gets more bubbles.

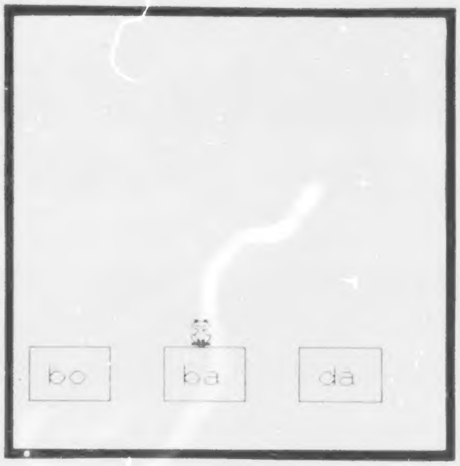
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P Correspondences, letters a, s, b, l





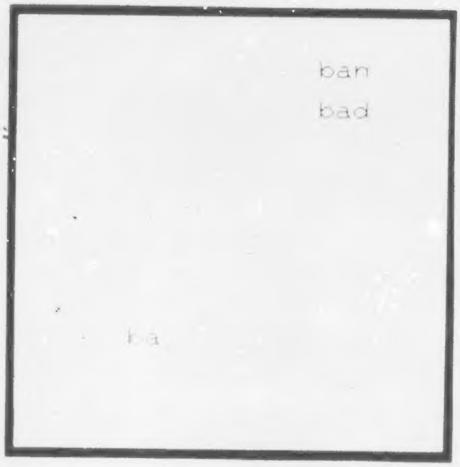
Name of lesson: -ba- Stems

Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters a, s, b, l



Name of lesson: Word Families - Initial -b-

Type of lesson: Practice

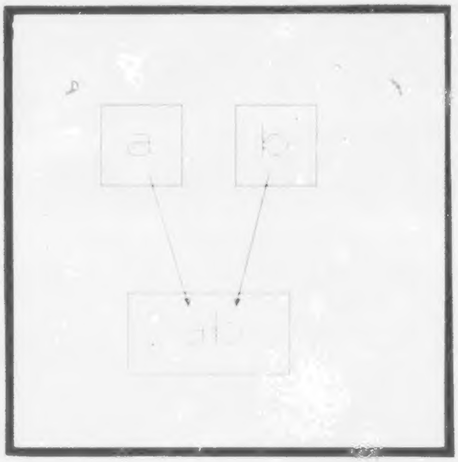
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

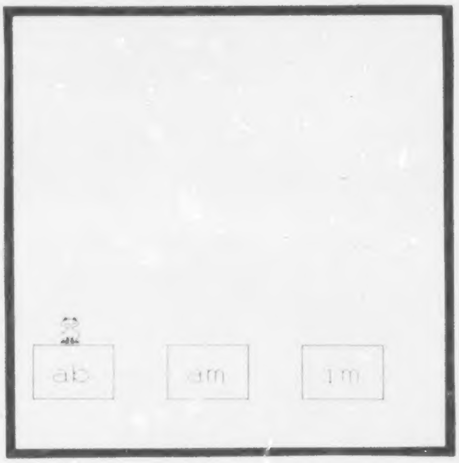
Type of feedback:

Correct response -- Audio pronounces word and word is added to list.

Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P Correspondences, letters a, s, b, l





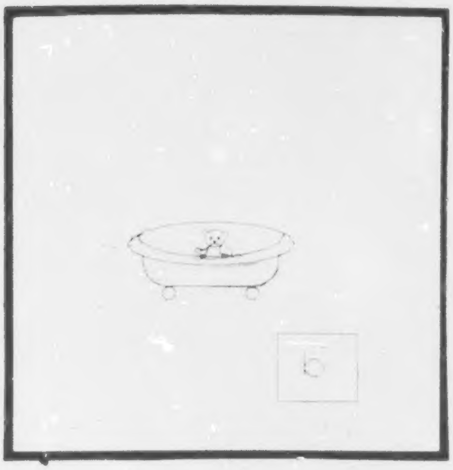
Name of lesson: -ab- Stems

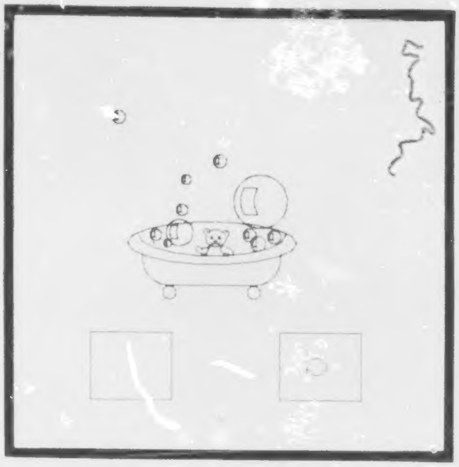
Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P correspondences, letters a, s, b, l





Name of lesson: Bosco Bear - final -b-

Type of lesson: Exercise

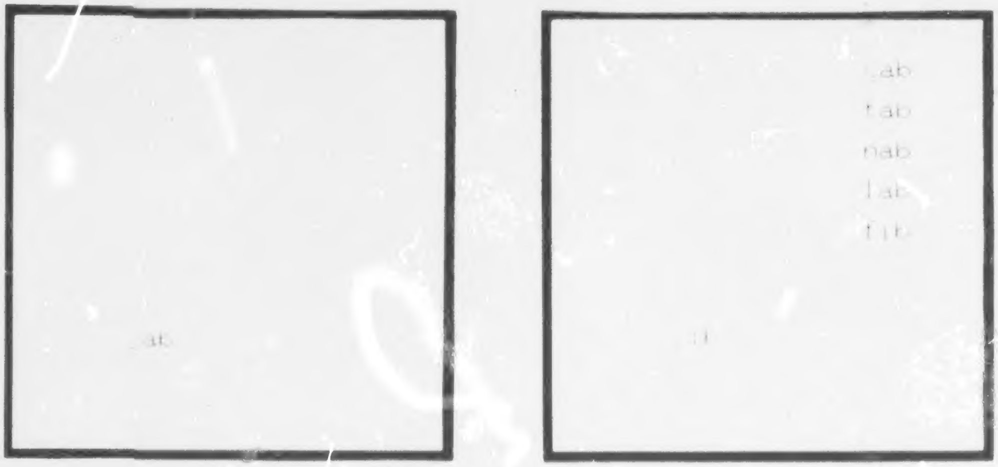
Task: PLATO displays Bosco, a bear who loves bubble baths. The audio delivers, one at a time, examples and non-examples of words ending in -b-. The child is to categorize the words he hears as being examples or non-examples of words ending with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word ending in -b-, Bosco gets more bubbles.

Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective. G/P Correspondences, letters a, s, b, l



Name of lesson: Word Families - Final -b-

Type of lesson: Practice

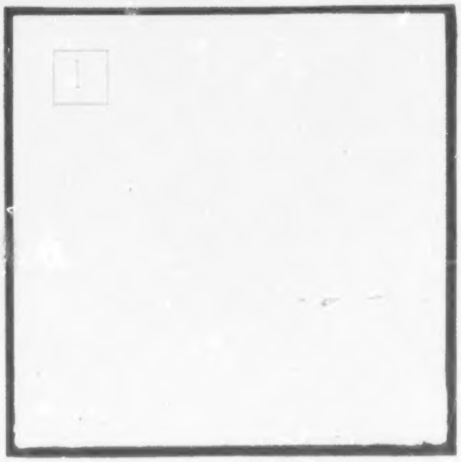
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.

Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters a, s, b, l



Name of lesson: Picture dictionary; l is for . . .

Type of lesson: Practice

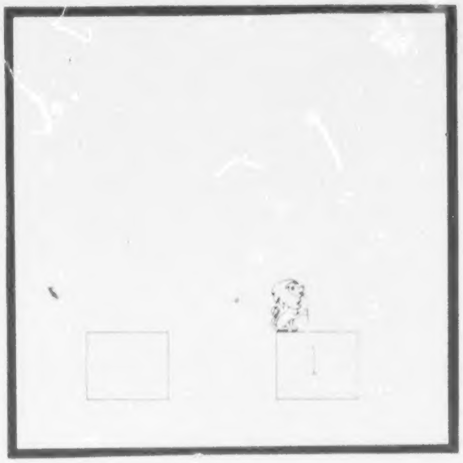
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: G/P correspondences, letters a, s, b, l



Name of lesson: Lucky Lion - initial -l-

Type of lesson: Exercise

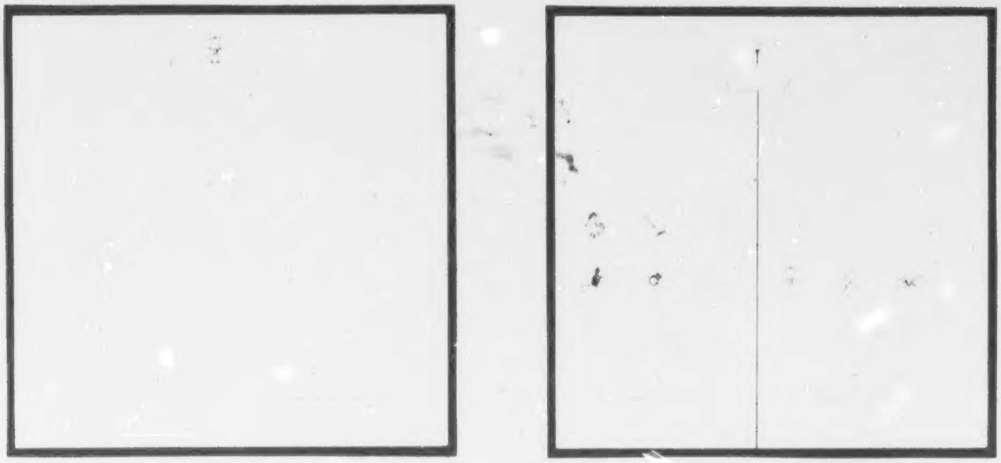
Task: PLATO displays Lucky Lion, who likes to lick lollipops. The audio delivers, one by one, examples and non-examples of words beginning with -l-. The child is to categorize the words he hears as being examples or non-examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -l-, Lucky gets a lick of his lollipop.

Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters a, s, b, l



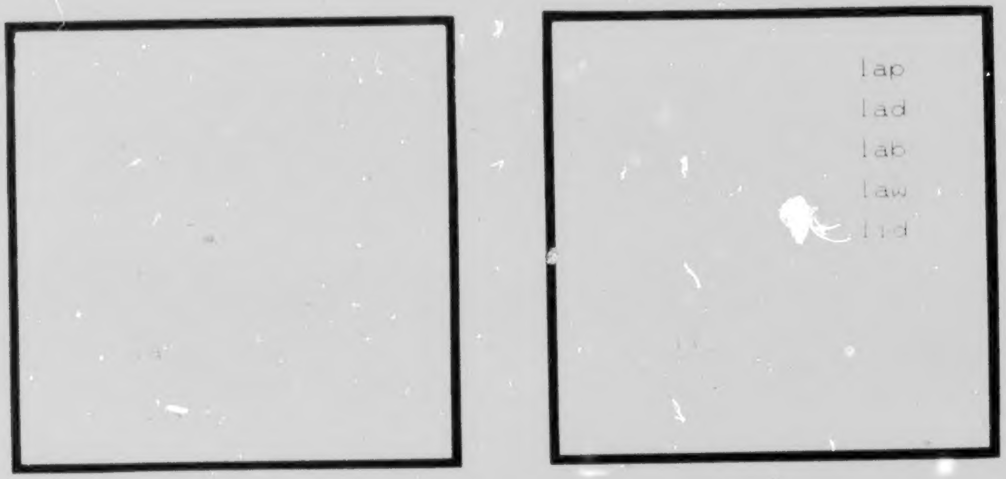
Name of lesson: -1- Pictures

Type of lesson: Exercise

Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

Type of feedback:
Correct response -- The picture is placed on the appropriate side.
Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P Correspondences, letters a, s, b, l



Name of lesson: Word Families - Initial -l-

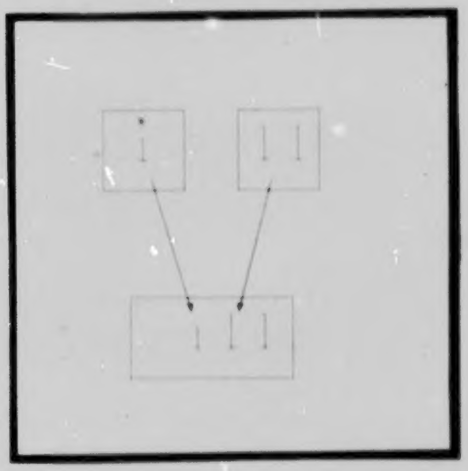
Type of lesson: Practice

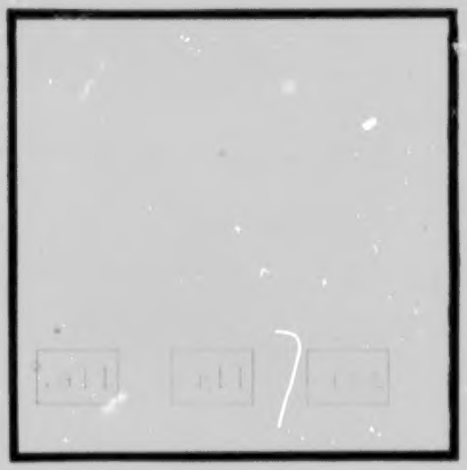
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P Correspondences, letters a, s, b, l





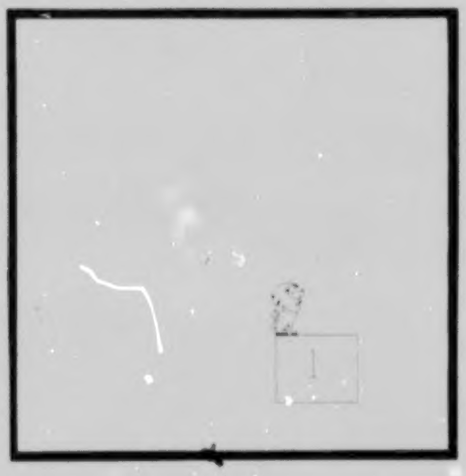
Name of lesson: -ill- Stems

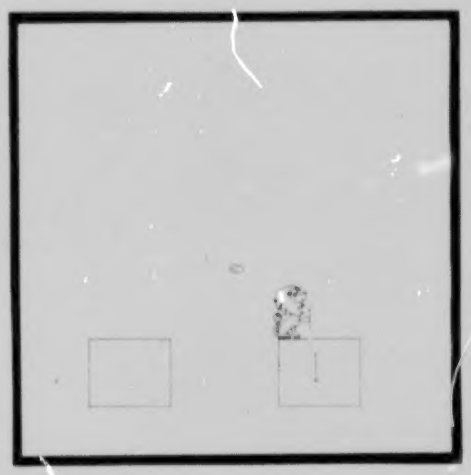
Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P correspondences, letters a, s, b, l





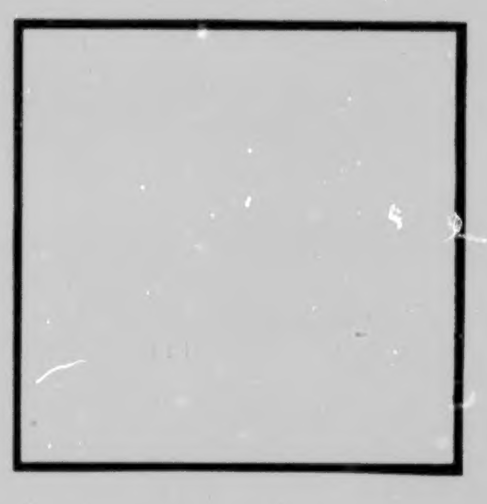
Name of lesson: Luck Lion - final -ll-

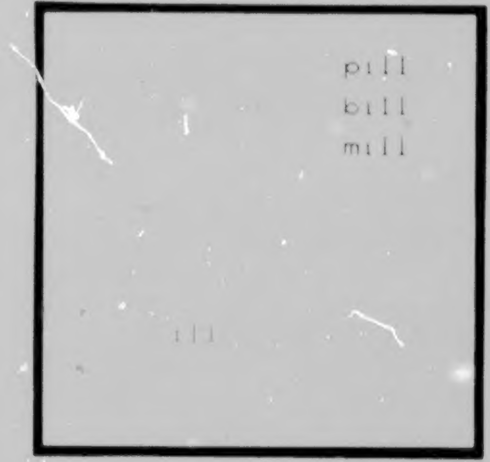
Type of lesson: Exercise

Task: PLATO displays Lucky Lion, who likes to lick lollipops. The audio delivers, one at a time, examples and non-examples of words ending in -ll-. The child is to categorize the words he hears as being examples or non-examples of words ending with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word ending in -ll-, Lucky gets to lick his lollipop.

Type of feedback:
Correct response -- An animated display reinforces the correct response.
Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the letter target. It the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P Correspondences, letters a, s, b, l





Name of lesson: Word Families - Final -ll-

Type of lesson: Practice

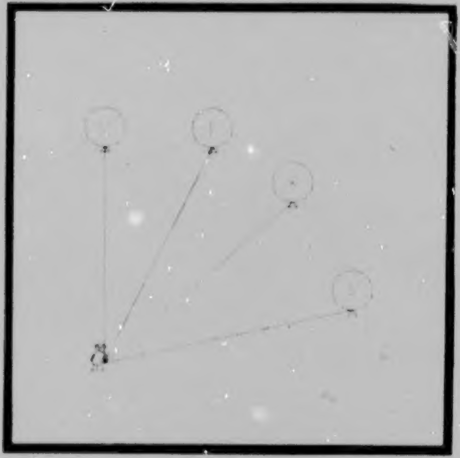
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

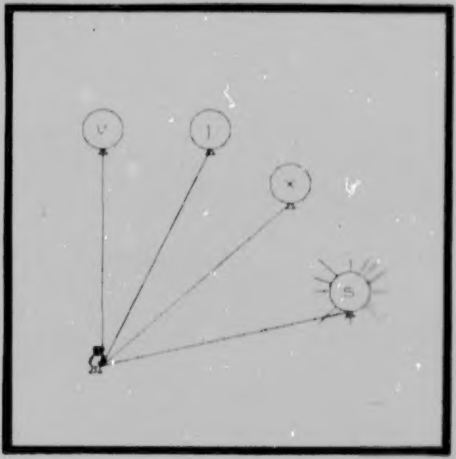
Type of feedback:

Correct response -- Audio pronounces word and word is added to list.

Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters a, s, b, l





Name of lesson: Balloon Bear

Type of lesson: Post-test

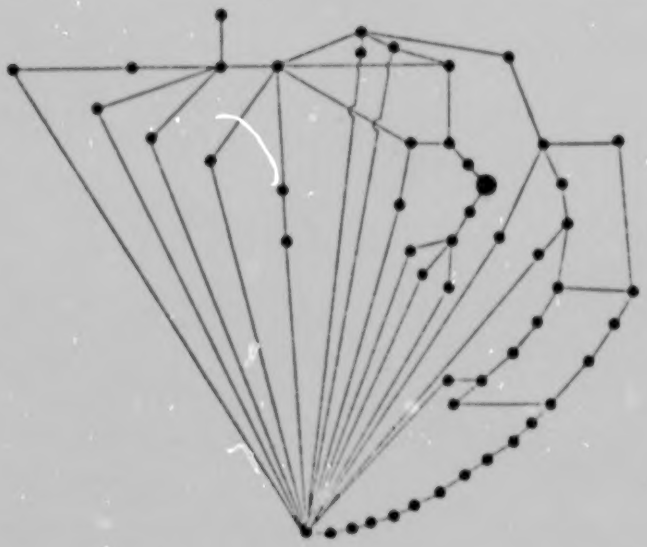
Task: Balloon Bear holds four balloons, each with a letter in it. The audio tells the child to touch the letter which says /a/ as in apple (for example).

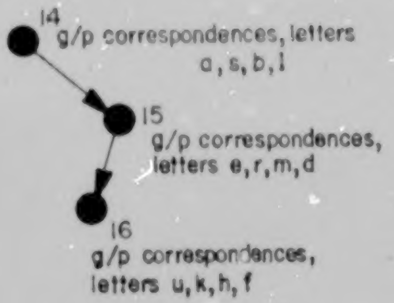
Type of feedback:

Correct response -- The balloon explodes and Balloon Bear gets four new ones.

Incorrect response -- The letter in the balloon the child touched is erased. Audio directs the child to try again. After a second wrong response, the screen is erased and Balloon Bear gets four more balloons.

Objective: G/P correspondances, letters e, r, m, d



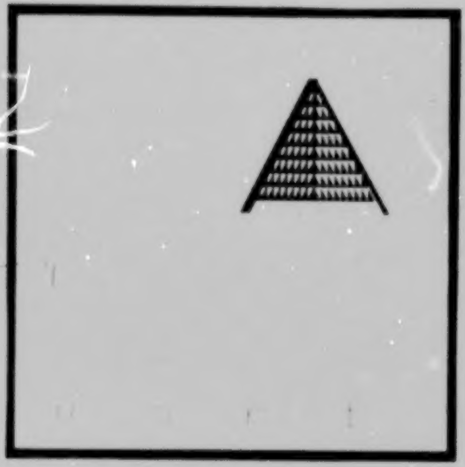

14
g/p correspondences, letters a, s, b, l
15
g/p correspondences, letters e, r, m, d
16
g/p correspondences, letters u, k, h, f

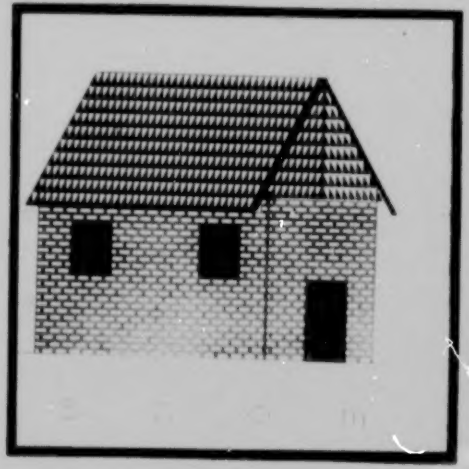
Goal: Given a letter or the sound of a letter, the child will identify its oral or written equivalent.

Available activities:

1. Pre-test -- House
2. Practice -- Picture Dictionary - e is for . . .
3. Exercise -- Elephant Train - Initial -e-
4. Exercise -- Ellie Elephant - Initial -e-
5. Practice -- Picture Dictionary - r is for . . .
6. Exercise -- Rocket - Initial -r-
7. Exercise -- Robbie Rabbit - Initial -r-
8. Exercise -- -re- Stems
9. Practice -- Word Families - Initial -r-
10. Practice -- Picture Dictionary - m is for . . .
11. Exercise -- Magician - Initial -m-
12. Exercise -- Merry-Go-Round - Initial -m-
13. Exercise -- -me- Stems
14. Practice -- Word Families - Initial -m-
15. Exercise -- -em- Stems
16. Exercise -- Merry-Go-Round - Final -m-
17. Practice -- Word Families - Final -m-
18. Practice -- Picture Dictionary - d is for . . .
19. Exercise -- Didi Dog - Initial -d-
20. Exercise -- -d- Pictures
21. Exercise -- -de- Stems
22. Practice -- Word Families - Initial -d-
23. Exercise -- -ed- Stems
24. Exercise -- Didi Dog - Final -d-
25. Practice -- Word Families - Final -d-
26. Post-test -- Balloon Bear

Objective: G/P correspondences, letters e, r, m, d





Name of lesson: House

Type of lesson: Pre-test

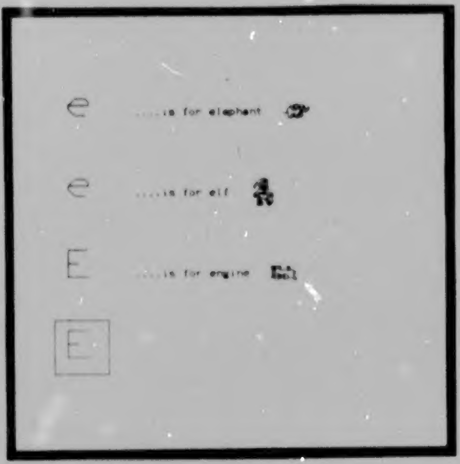
Task: The child is shown four letters at the bottom of the screen. The audio asks him to touch the letter which says /a/ as in apple (for example).

Type of feedback:

Correct response -- Parts are added to a house until the whole house is displayed.

Incorrect response -- Another set of letters is shown with a new audio request. If we run out of questions before the entire house is built, the rest of the house is automatically displayed.

Objective: G/P correspondences, letters e, r, m, d



Name of lesson: Picture dictionary; e is for . . .

Type of lesson: Practice

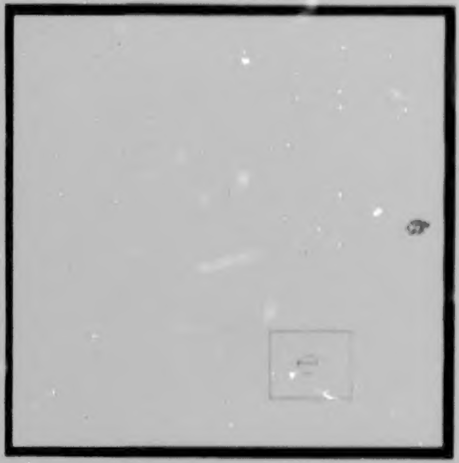
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

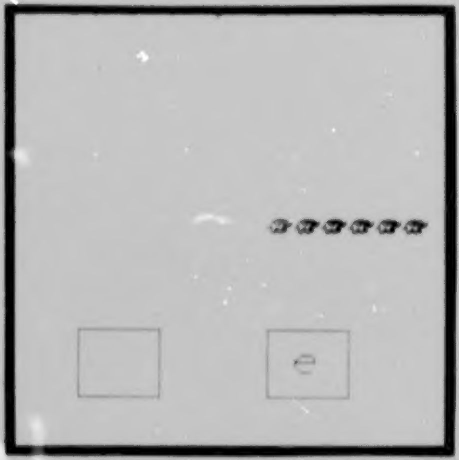
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: G/P correspondences, letters e, r, m, d





Name of lesson: Elephant train - initial -e-

Type of lesson: Exercise

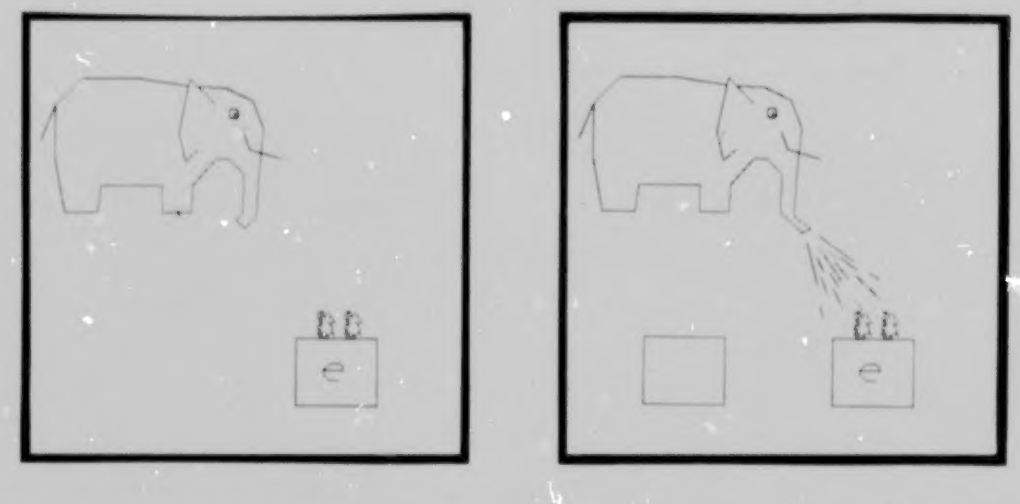
Task: PLATO displays a circus elephant. The audio delivers, one at a time, examples and non-examples of words beginning with short -e-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with short e, another elephant is added to the elephant train.

Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters c, r, m, d



Name of lesson: Ellie Elephant - initial -e-

Type of lesson: Exercise

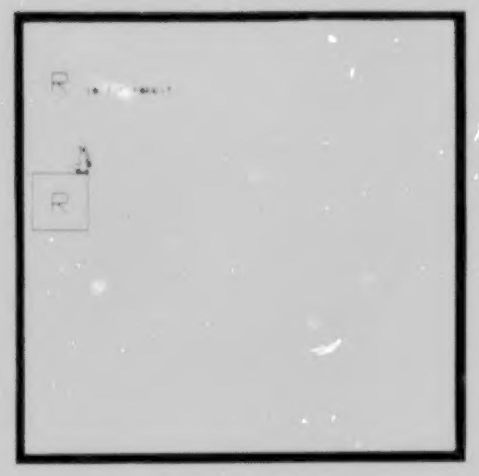
Task: PLATO displays Ellie Elephant, whose babies need a bath. The audio delivers, one at a time, examples and non-examples of words beginning with short -e-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -e-, Ellie gives her babies a shower.

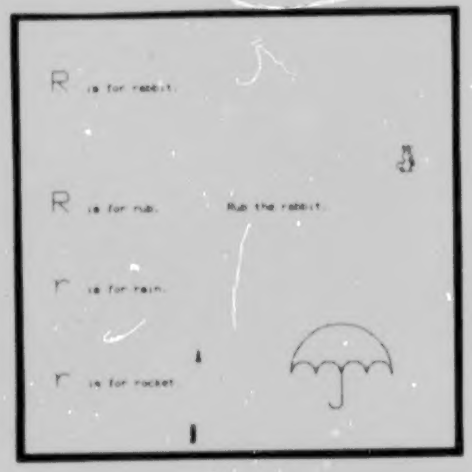
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters e, r, m, d




R is for rabbit.

R is for rub. Rub the rabbit.

r is for rain.

r is for rocket.

Name of lesson: Picture dictionary; r is for . . .

Type of lesson: Practice

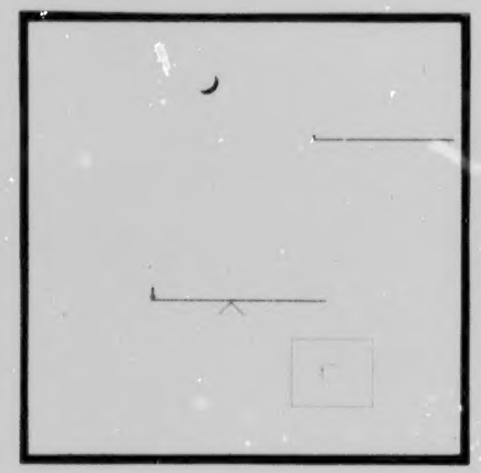
Task: PLATO displays, one by one, several upper and lower-case "r's." The child's task is to touch a letter and attend to the words and display that follow.

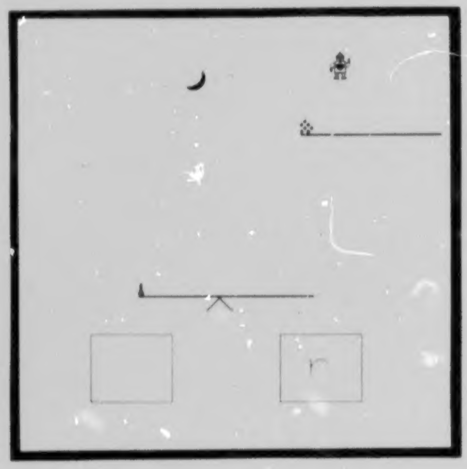
Type of feedback:

Appropriate response -- The child receives audio and visual display, including animation, illustrating words beginning with "r."

Inappropriate response -- Ignored

Objective: G/P correspondences, letters e, r, m, d





Name of lesson: Rocket - initial -r-

Type of lesson: Exercise

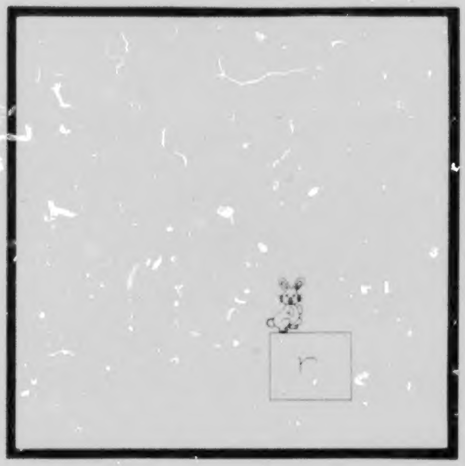
Task: PLATO displays a rocket which can be boosted to the moon by a pile of rocks. The audio delivers, one at a time, examples and non-examples of words beginning with -r-. At the same time, a picture of the item named appears. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When a child correctly identifies an -r- word, a rock is added to the pile. At the end of the routine, the rocket takes off for the moon; and makes it if the child has correctly identified enough -r- words.

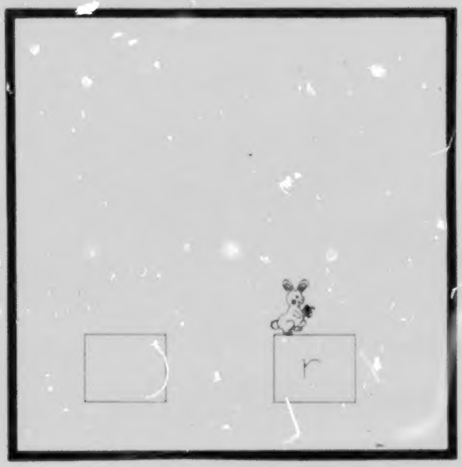
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters e, r, m, d





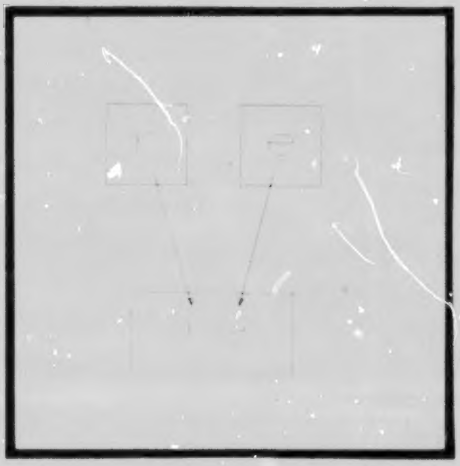
Name of lesson: Robbie Rabbit - initial -r-

Type of lesson: Exercise

Task: PLATO displays Robbie Rabbit, who loves radishes. The audio delivers, one at a time, examples and non-examples of words beginning with -r-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies an -r- word, Robbie gets another radish.

Type of feedback:
Correct response -- An animated display reinforces the correct response.
Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P Correspondences, letters e, r, m, d



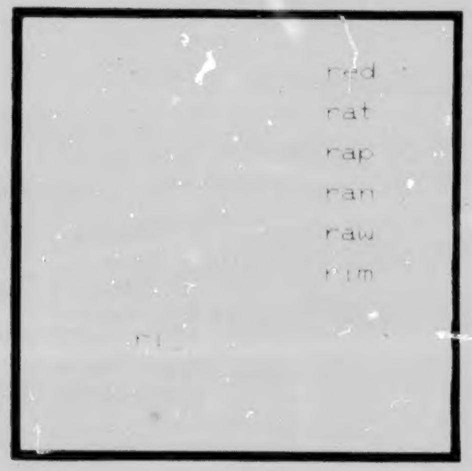
Name of lesson: -re- Stems

Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters e, r, m, u



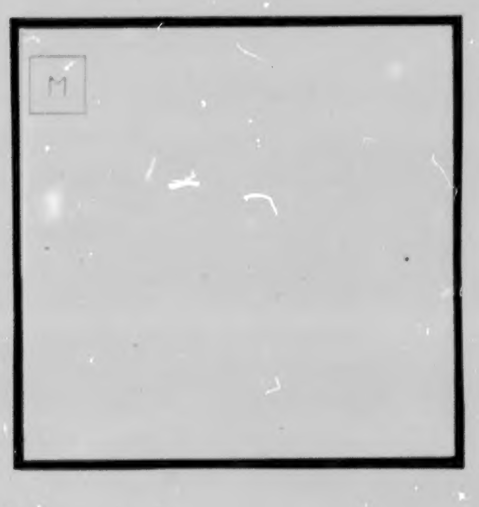
Name of lesson: Word Families - Initial -r-

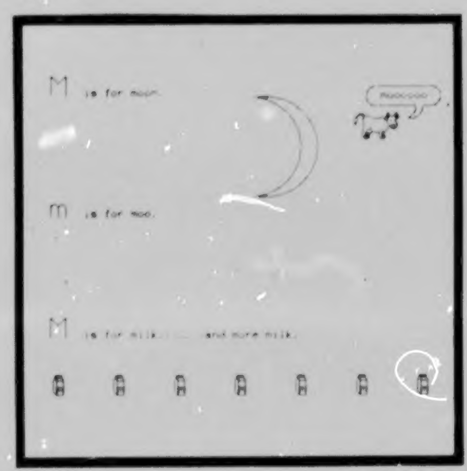
Type of lesson: Practice

Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:
Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters e, [illegible], m, d




M is for moon.
Mooooo
m is for moo.
M is for milk... ...and more milk.

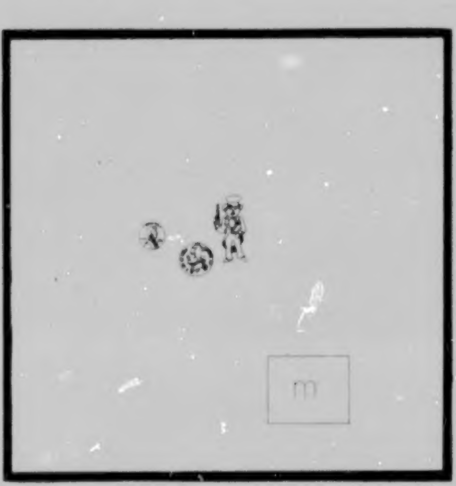
Name of lesson: Picture dictionary; m is for . . .

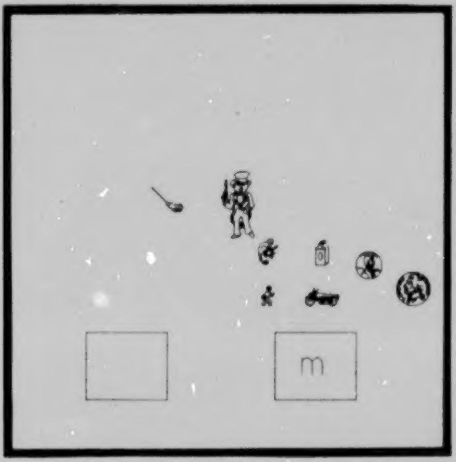
Type of lesson: Practice

Task: PLATO displays, one by one, several upper and lower case "m's." The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response -- The child receives audio and visual display, including animation, illustrating words beginning with "m."
Inappropriate response -- Ignored

Objective: G/P correspondences, letters e, r, m, d





Name of lesson: Magician - initial -m-

Type of lesson: Exercise

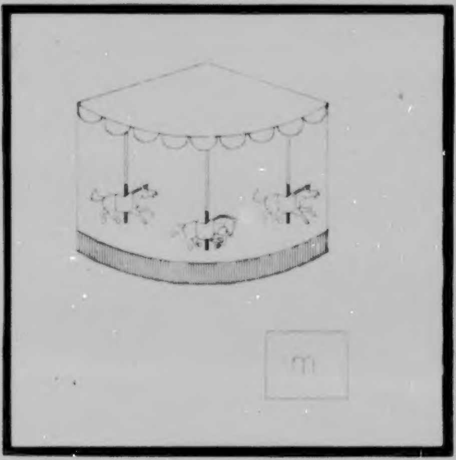
Task: PLATO displays a magician. The audio delivers, one at a time, examples and non-examples of words beginning with -m-. At the same time a picture of the item named appears. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -m-, the magician causes the object to fly over to the box containing -m-.

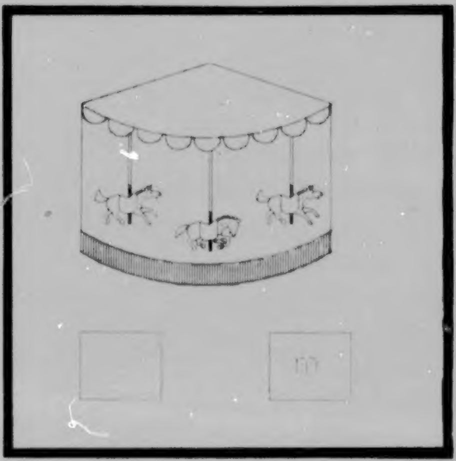
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters e, r, m, d





Name of lesson: Merry-go-round - initial -m-

Type of lesson: Exercise

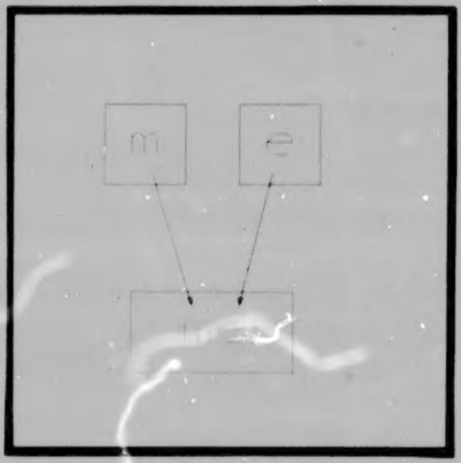
Task: PLATO displays a merry-go-round. The audio delivers, one at a time, examples and non-examples of words beginning with -m-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -m-, the merry-go-round turns.

Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P Correspondences, letters e, r, m, d



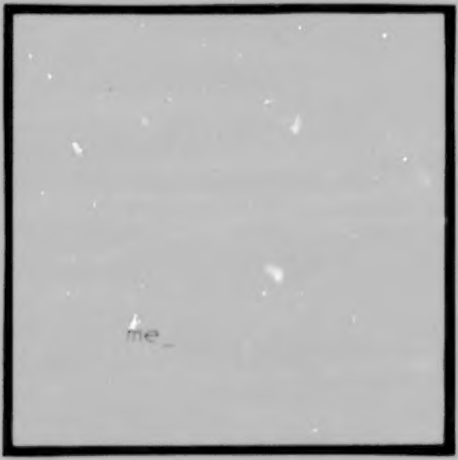
Name of lesson: -me- Stems

Type of lesson: Exercise

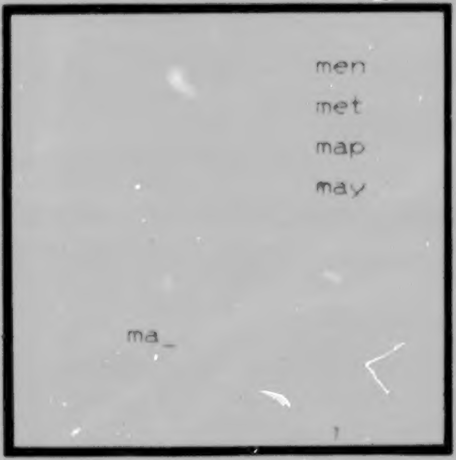
Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters e, r, m, d



me_



men
met
map
may

ma_

Name of lesson: Word Families - Initial -m-

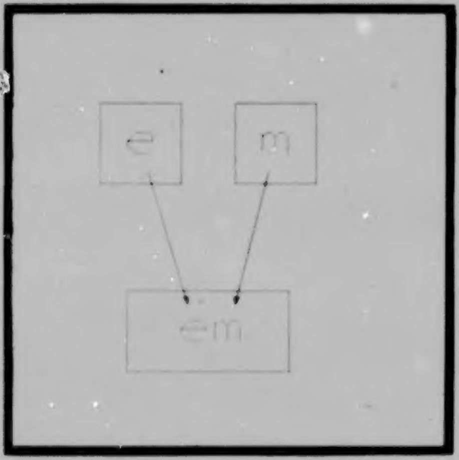
Type of lesson: Practice

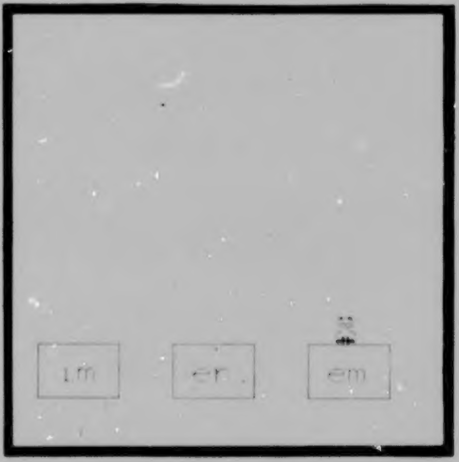
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P Correspondences, letters e, r, m, d





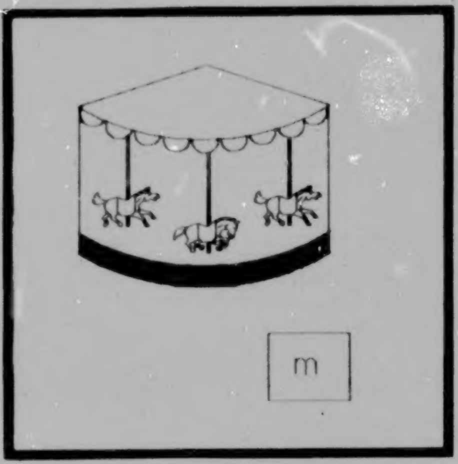
Name of lesson: -em- Stems

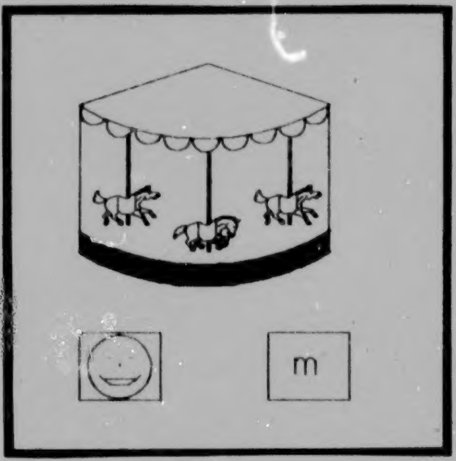
Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective G/P correspondences, letters e, r, m, d





Name of lesson: Merry-go-round - final -m-

Type of lesson: Exercise

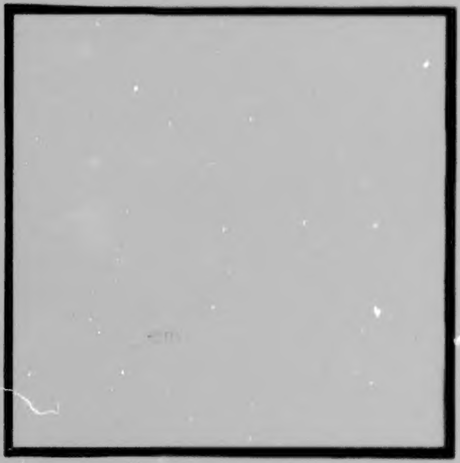
Task: PLATO displays a merry-go-round. The audio delivers, one at a time, examples and non-examples of words ending with -m-. The child is to categorize the words he hears as being examples or non-examples of words ending with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word ending in -m-, the merry-go-round turns.

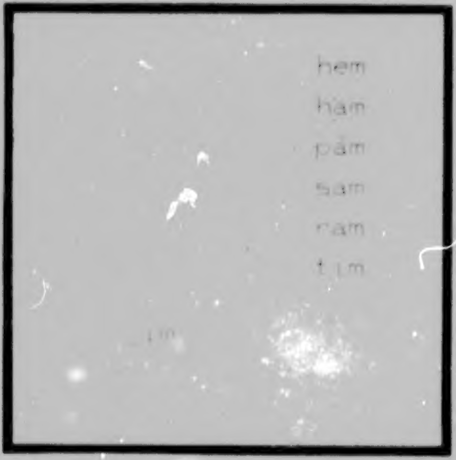
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P Correspondences, letters e, r, m, d





Name of lesson: Word Families - Final -m-

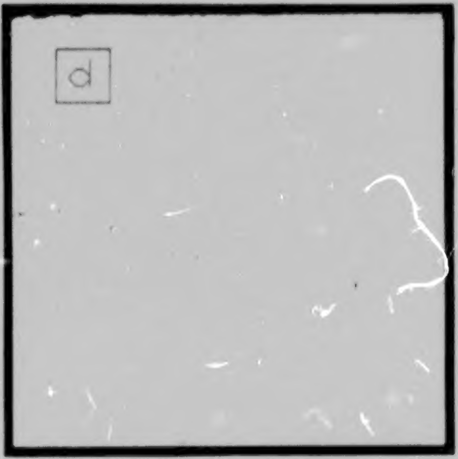
Type of lesson: Practice

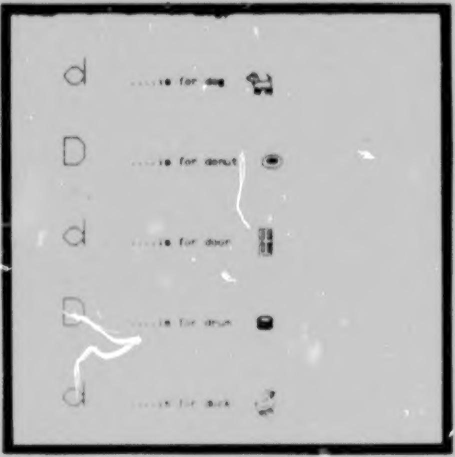
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters e, r, m, d




d .....is for dog
D .....is for donut
d .....is for door
D .....is for drum
d .....is for duck

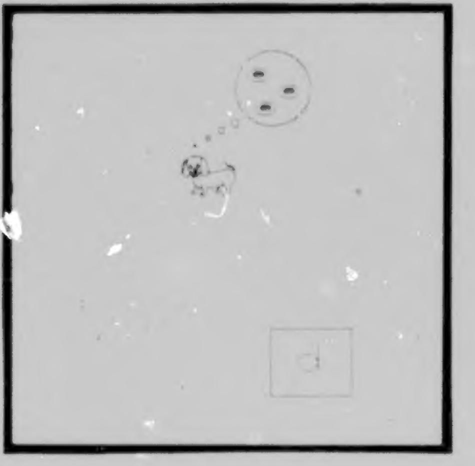
Name of lesson: Picture dictionary; d is for . . .

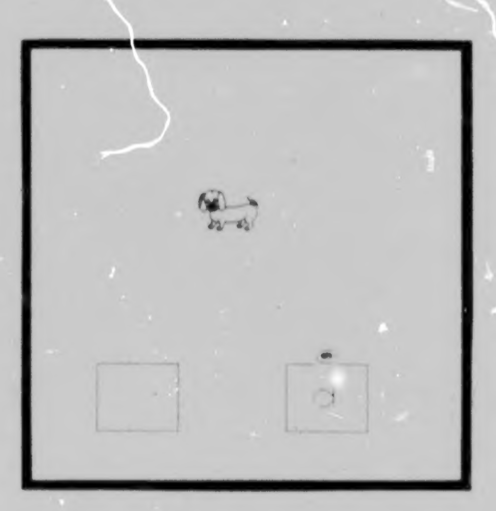
Type of lesson: Practice

Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.
Inappropriate response -- Ignored

Objective: G/P correspondences, letters e, r, m, d





Name of lesson: Didi Dog - initial -d-

Type of lesson: Exercise

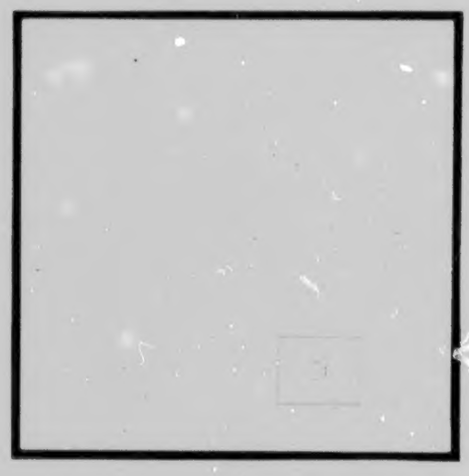
Task: PLATO displays Didi Dog, who loves donuts. The audio delivers, one at a time, examples and non-examples of words beginning with -d-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -d-, Didi gets a donut.

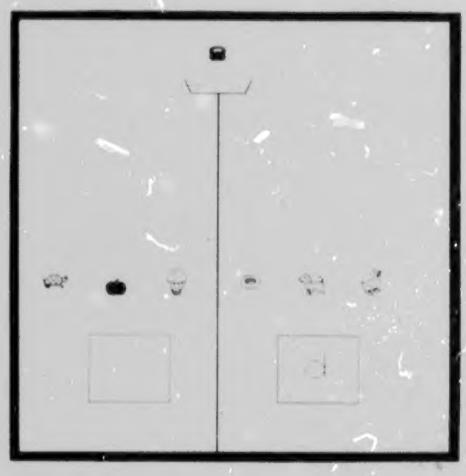
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters e, r, m, d





Name of lesson: -d- Pictures

Type of lesson: Exercise

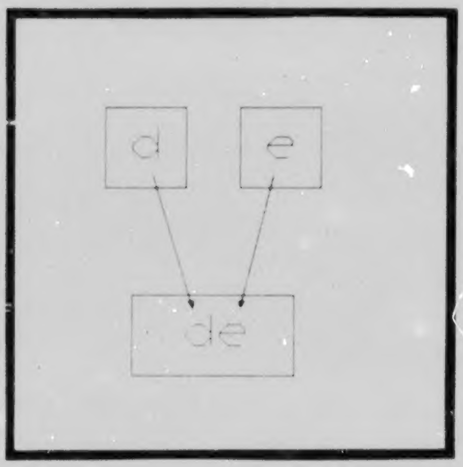
Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

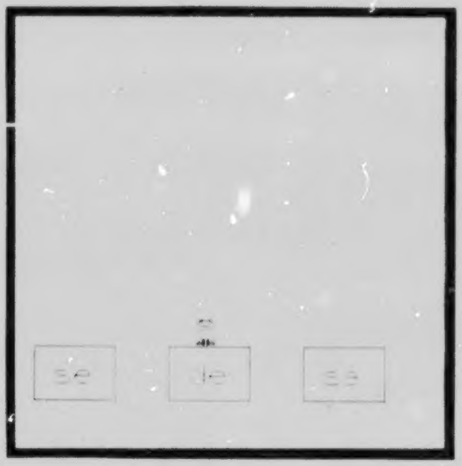
Type of feedback:

Correct response -- The picture is placed on the appropriate side.

Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P Correspondences, letters e, r, m, d





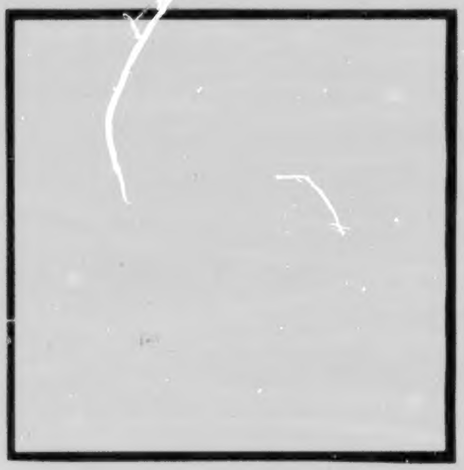
Name of lesson: -de- Stems

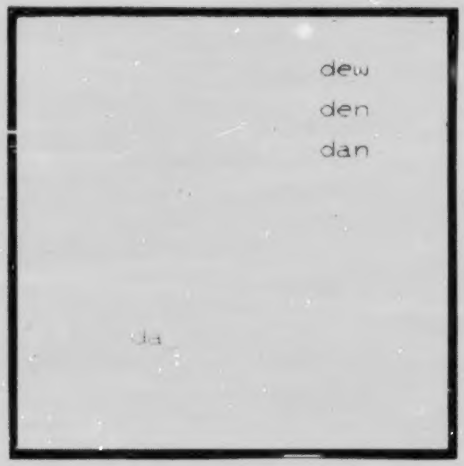
Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters e, r, m, d





Name of lesson: Word Families - Initial -d-

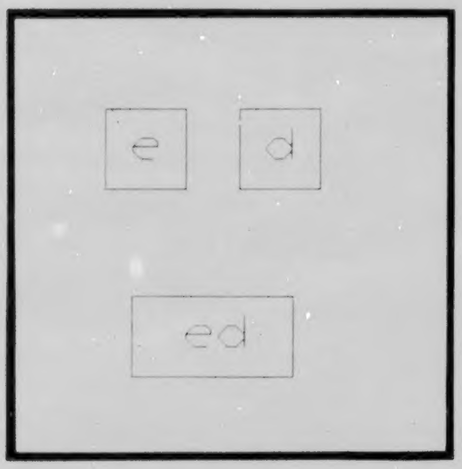
Type of lesson: Practice

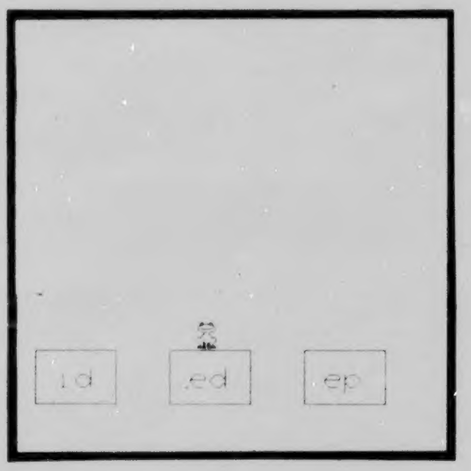
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P Correspondences, letters e, r, m, d





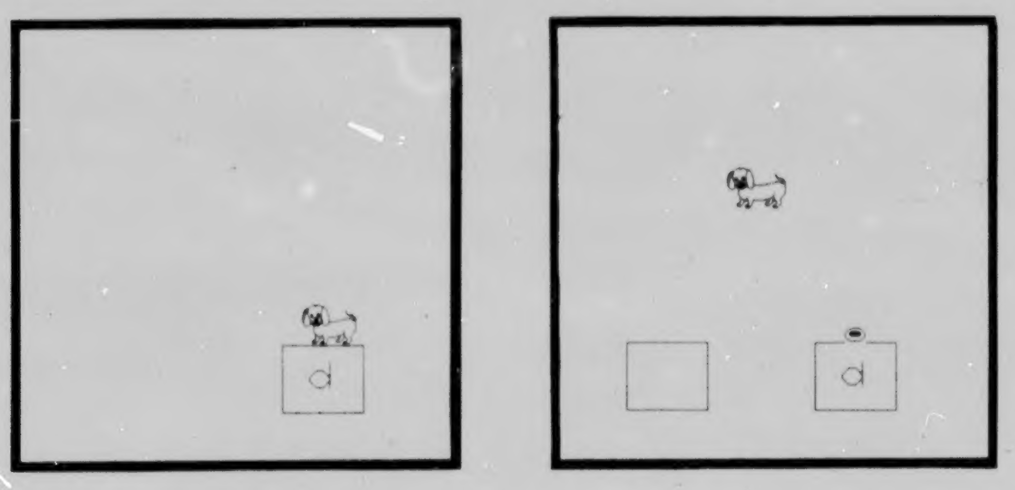
Name of lesson: -ed- Stems

Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P correspondences, letters e, r, m, d



Name of lesson: Didi Dog - final -d-

Type of lesson: Exercise

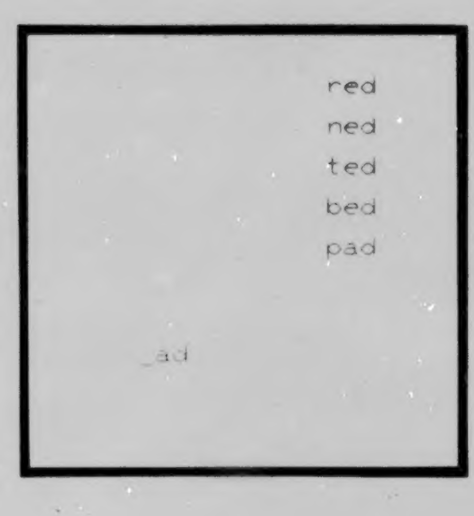
Task: PLATO displays Didi Dog, who loves donuts. The audio delivers, one at a time, examples and non-examples of words ending with -d-. The child is to categorize the words he hears as being examples or non-examples of words ending with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word ending in -d-, Didi gets a donut.

Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P Correspondences, letters e, r, m, d



Name of lesson: Word Families - Final -d-

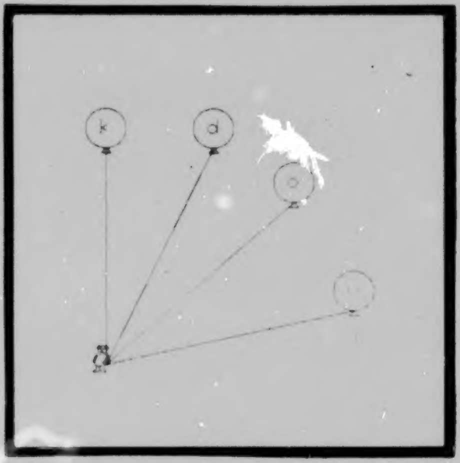
Type of lesson: Practice

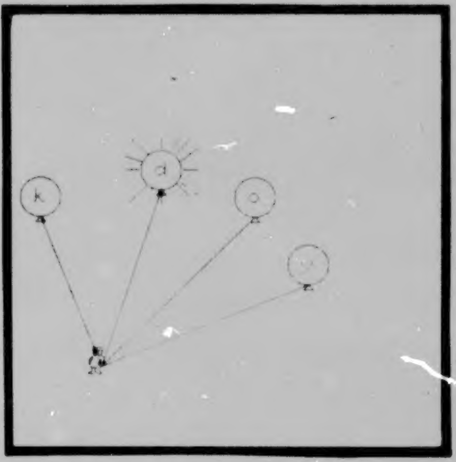
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters e, r, m, d





Name of lesson: Balloon Bear

Type of lesson: Post-test

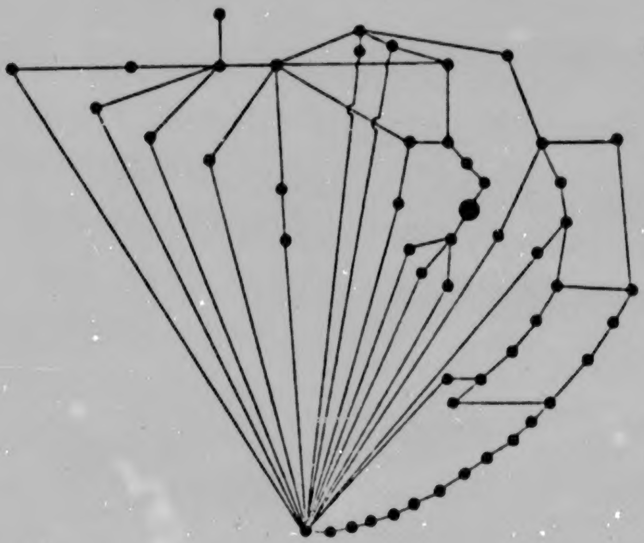
Task: Balloon Bear holds four balloons, each with a letter in it. The audio tells the child to touch the letter which says /a/ as in apple (for example).

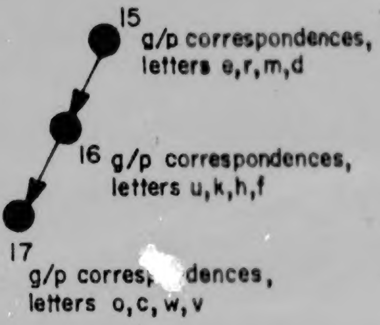
Type of feedback:

Correct response -- The balloon explodes and Balloon Bear gets four new ones.

Incorrect response -- The letter in the balloon the child touched is erased. Audio directs the child to try again. After a second wrong response, the screen is erased and Balloon Bear gets four more balloons.

Objective: G/P correspondances, letters u, k, h, f



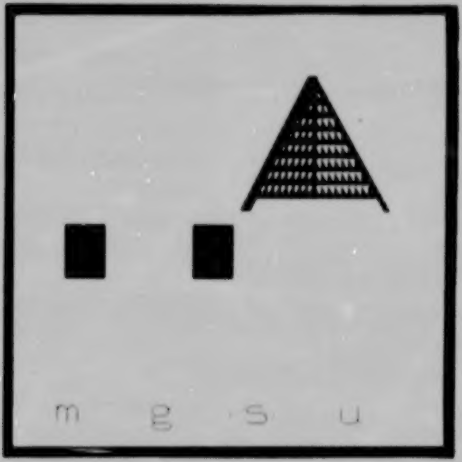

15
g/p correspondences,
letters e,r,m,d
16 g/p correspondences,
letters u,k,h,f
17
g/p corres[illegible]dences,
letters o,c,w,v

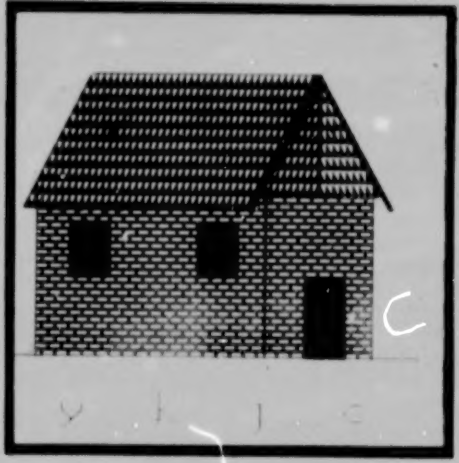
Goal: Given a letter or the sound of a letter, the child will identify its oral or written equivalent.

Available activities:

1. Pre-test -- House
2. Practice -- Picture Dictionary - u is for . . .
3. Exercise -- Umbrella - Initial -u-
4. Exercise -- -u- Pictures
5. Practice -- Picture Dictionary - k is for . . .
6. Exercise -- Kangaroo - Initial -k-
7. Exercise -- -k- Pictures
8. Exercise -- -ki- Stems
9. Practice -- Word Families - Initial -k-
10. Practice -- Practice -- Picture Dictionary - h is for . . .
11. Exercise -- Hazel Helicopter - initial -h-
12. Exercise -- Happy Horse - Initial -h-
13. Exercise -- -hu- Stems
14. Practice -- Word Families - Initial -h-
15. Practice -- Picture Dictionary - f is for . . .
16. Exercise -- Felix Fish - Initial -f-
17. Exercise -- Fisherman - Initial -f-
18. Exercise -- -fu- Stems
19. Practice -- Word Families - Initial -f-
20. Post-test -- Balloon Bear

Objective: G/P correspondences, letters u, k, h, f





Name of lesson: House

Type of lesson: Pre-test

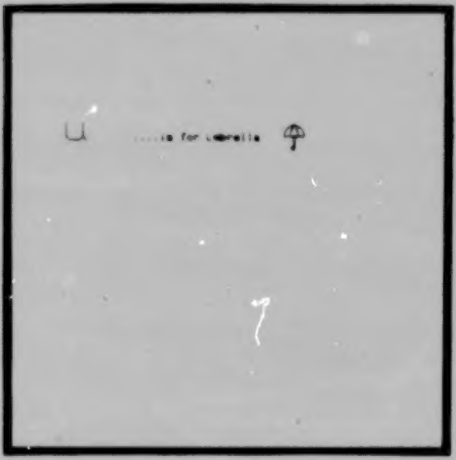
Task: The child is shown four letters at the bottom of the screen. The audio asks him to touch the letter which says /a/ as in apple (for example).

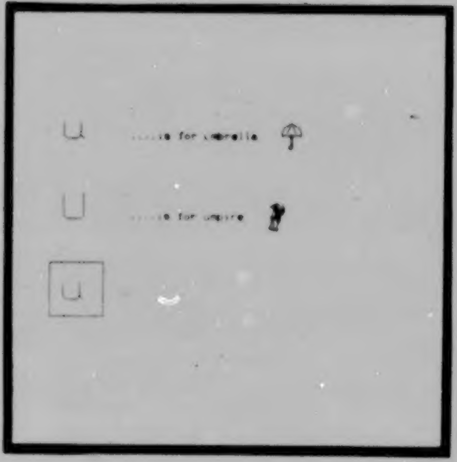
Type of feedback:

Correct response -- Parts are added to a house until the whole house is displayed.

Incorrect response -- Another set of letters is shown with a new audio request. If we run out of questions before the entire house is built, the rest of the house is automatically displayed.

Objective: G/P correspondences, letters u, k, h, f





Name of lesson: Picture dictionary; u is for . . .

Type of lesson: Practice

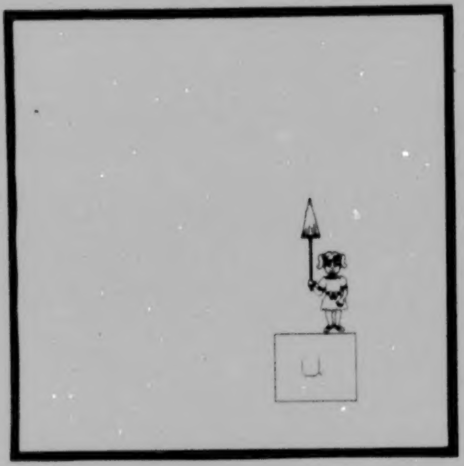
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

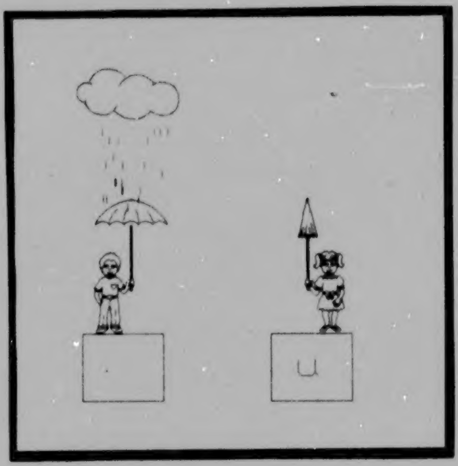
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: G/P correspondences, letters u, k, h, f





Name of lesson: Umbrella - initial -u-

Type of lesson: Exercise

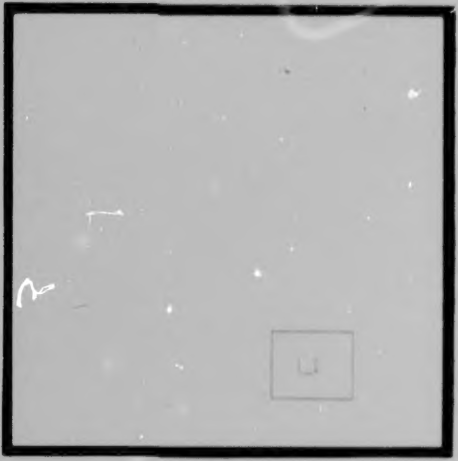
Task: PLATO displays a little boy or girl holding an umbrella which can open and close. The audio delivers, one by one, examples and non-examples of words beginning with -u-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word, an umbrella opens up to protect a character from the rain.

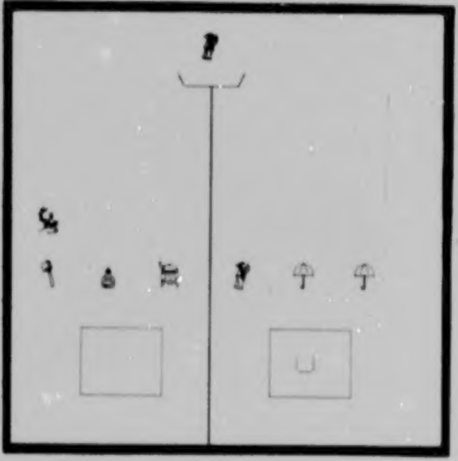
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters u, k, h, f





Name of lesson: -u- Pictures

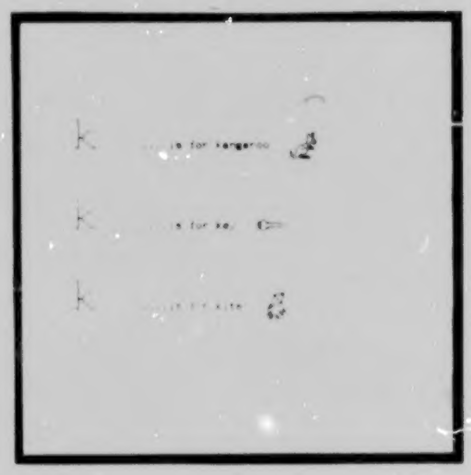
Type of lesson: Exercise

Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

Type of feedback:

Correct response -- The picture is placed on the appropriate side.
Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P correspondences, letters u, k, h, f



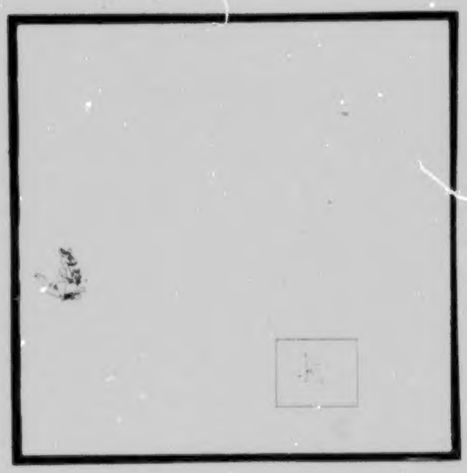
Name of lesson: Picture dictionary, k is for . . .

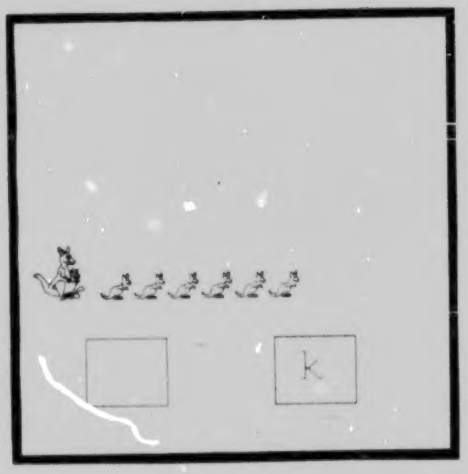
Type of lesson: Practice

Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.
Inappropriate response -- Ignored

Objective: G/P correspondences, letters u, k, h, f





Name of lesson: Kangaroo -- initial -k-

Type of lesson: Exercise

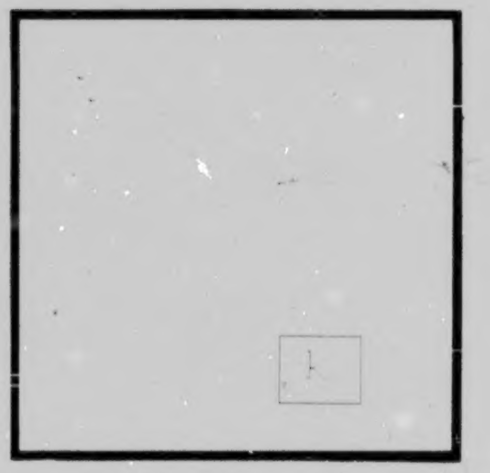
Task: PLATO displays a mother kangaroo. The audio delivers, one at a time, examples and non-examples of words beginning with -k-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When a child correctly identifies a word beginning with -k-, a baby kangaroo hops out of the mother's pouch.

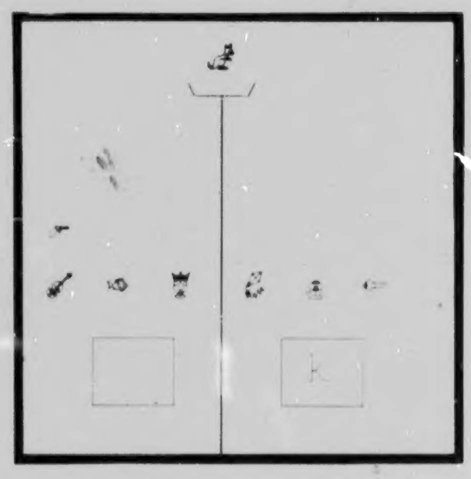
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters u, k, h, f





Name of lesson: -k- Pictures

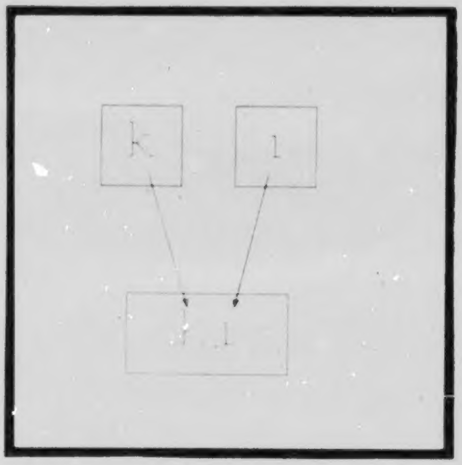
Type of lesson: Exercise

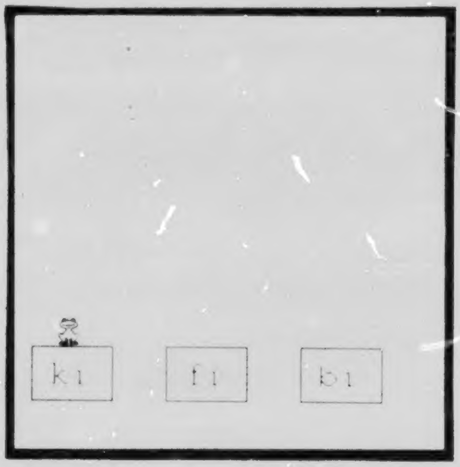
Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

Type of feedback:

Correct response -- The picture is placed on the appropriate side.
Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P Correspondences, letters u, k, h, f





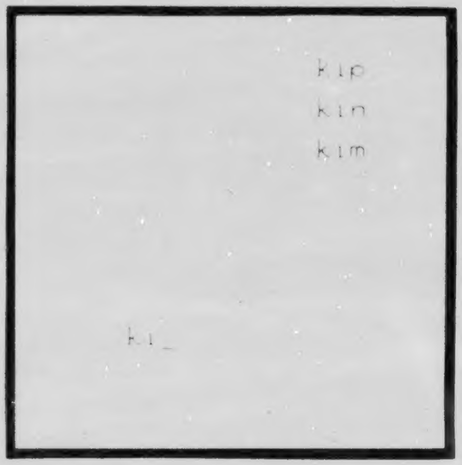
Name of lesson: -ki- Stems

Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters u, k, h, f



Name of lesson: Word Families - Initial -k-

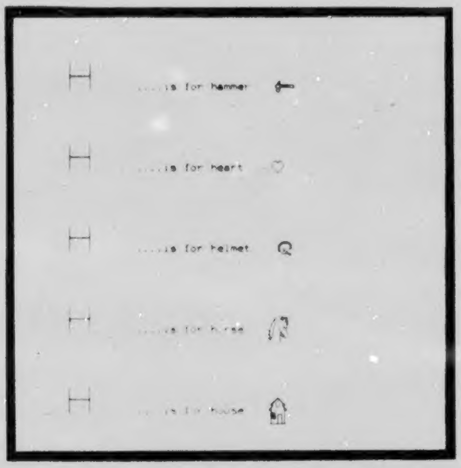
Type of lesson: Practice

Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters u, k, h, f



H ....is for hammer

H ....is for heart

H ....is for helmet

H ....is for horse

H ....is for house

Name of lesson: Picture dictionary; h is for . . .

Type of lesson: Practice

Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: G/P correspondences, letters u, k, h, f

Name of lesson: Hazel Helicopter - initial -h-

Type of lesson: Exercise

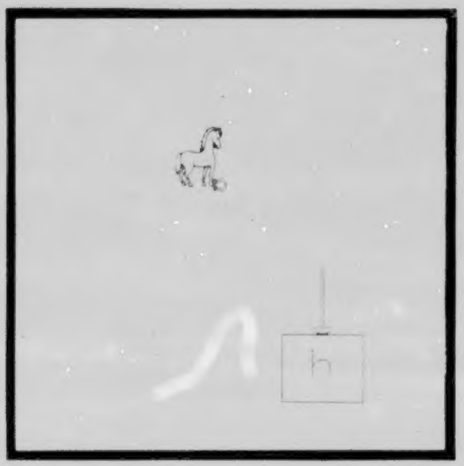
Task: PLATO displays Hazel Helicopter, who can pick up objects and move them around the screen. The audio delivers, one at a time, examples and non-examples of words that begin with -h-. At the same time, the child sees a picture of the object named. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word, Hazel Helicopter picks up the object named and carries it to the appropriate box.

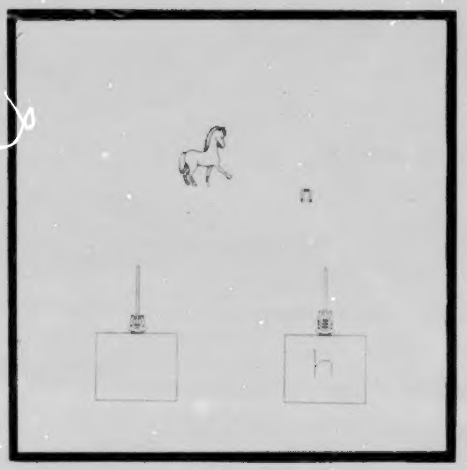
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters u, k, h, f





Name of lesson: Happy Horse

Type of lesson: Exercise

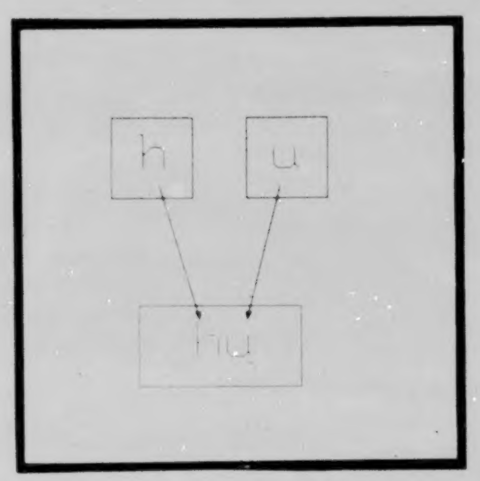
Task: PLATO displays Happy Horse, who plays horseshoes. The audio delivers, one at a time, examples and non-examples of words beginning with -h-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word, Happy Horse tosses a horseshoe to the appropriate post (one is on the -h- box, one is on the empty box) and gets a ringer.

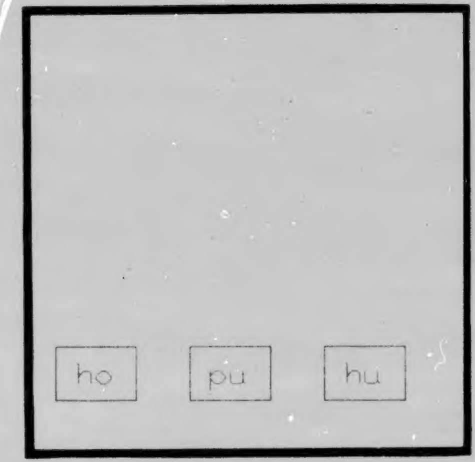
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P Correspondences, letters i. l. j. f





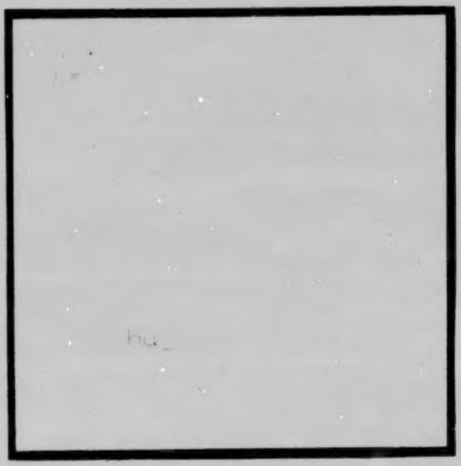
Name of lesson: -hu- Stems

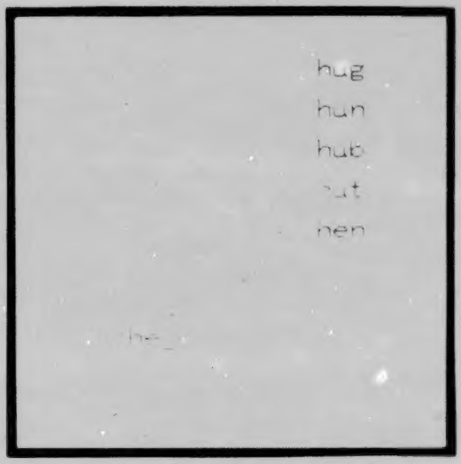
Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters u, k, h, f





Name of lesson: Word Families - Initial -h-

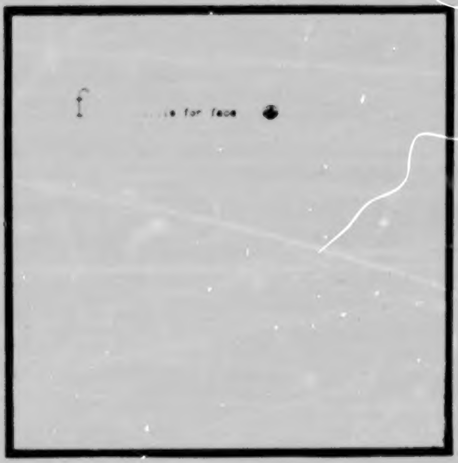
Type of lesson: Practice

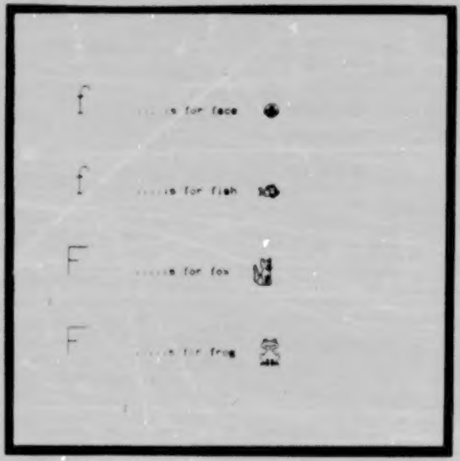
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters u, k, h, f


f
. . . . . is for face


f
. . . . . is for face
f
. . . . . is for fish
F
. . . . . is for fox
F
. . . . . is for frog

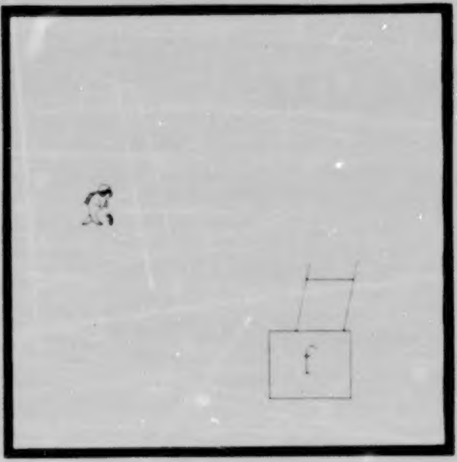
Name of lesson: Picture dictionary; f is for . . .

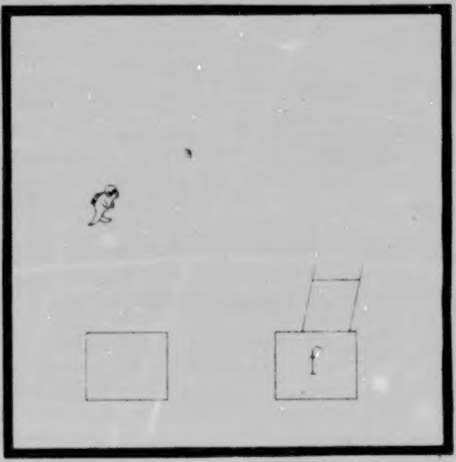
Type of lesson: Practice

Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.
Inappropriate response -- Ignored

Objective: G/P correspondences, letters u, k, h, f





Name of lesson: Felix Fish - initial -f-

Type of lesson: Exercise

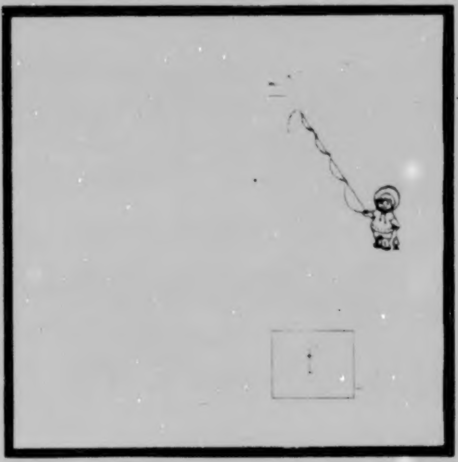
Task: PLATO displays Felix, a football-loving fish who kicks field goals. The audio delivers, one at a time, examples and non-examples of words beginning with -f-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -f-, Felix kicks a field goal.

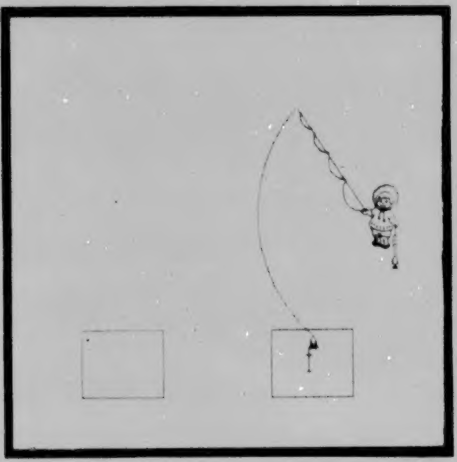
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters u, k, h, f





Name of lesson: Fisherman - initial -f-

Type of lesson: Exercise

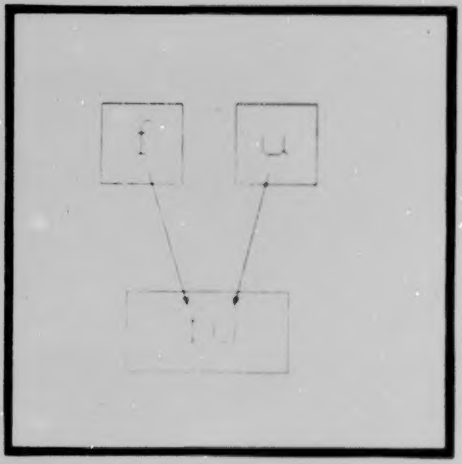
Task: PLATO displays a fisherman fishing. The audio delivers, one at a time, examples and non-examples of words beginning with -f-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -f-, the fisherman catches a fish.

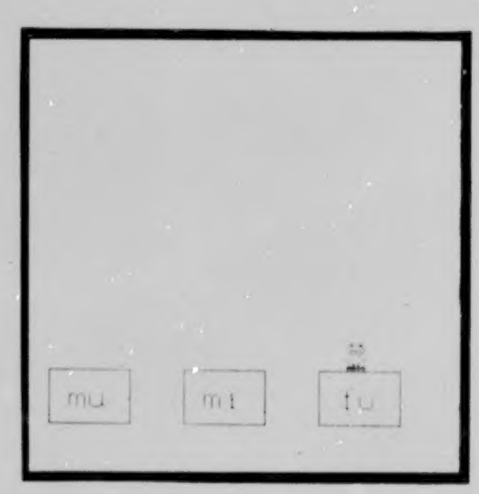
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P Correspondences, letters u, k, h, f





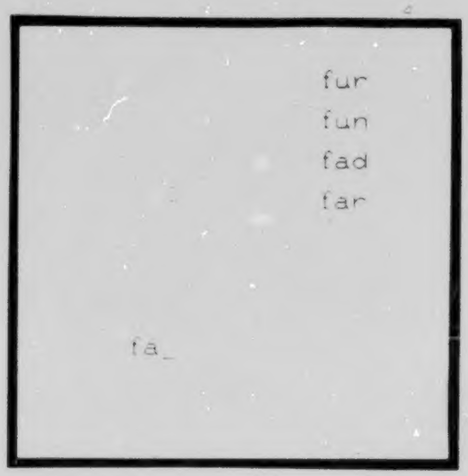
Name of lesson: -fu- Stems

Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters u, k, h, f



Name of lesson: Word Families - Initial -f-

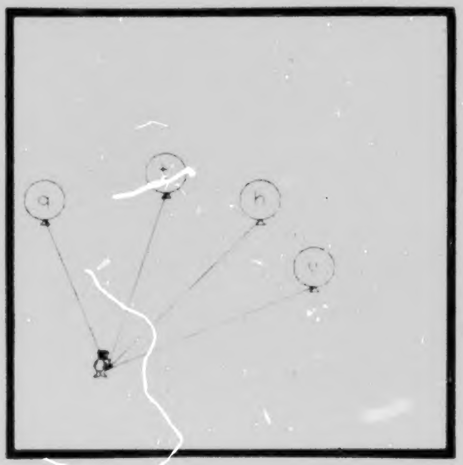
Type of lesson: Practice

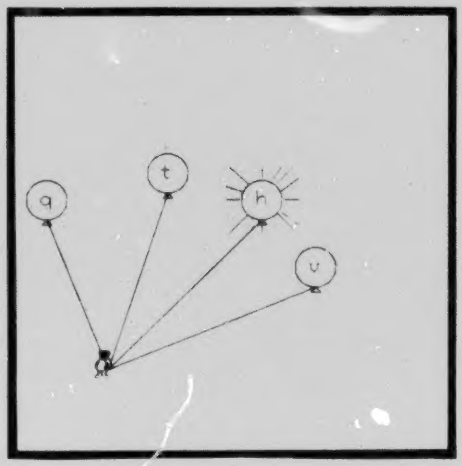
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters u, k, h, f





Name of lesson: Balloon Bear

Type of lesson: Post-test

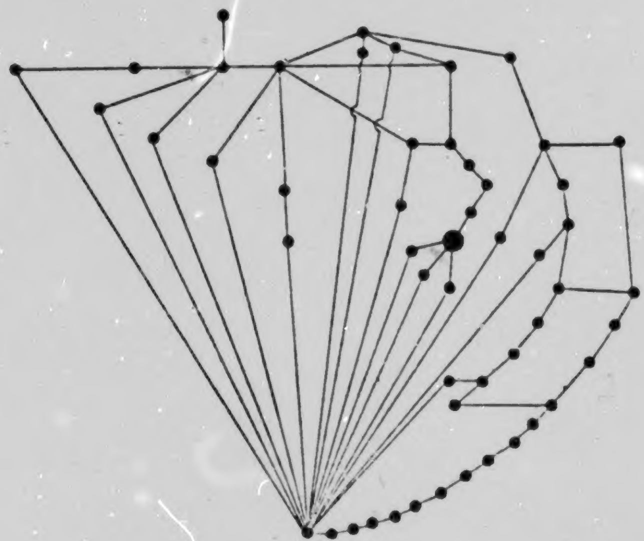
Task: Balloon Bear holds four balloons, each with a letter in it. The audio tells the child to touch the letter which says /a/ as in apple (for example).

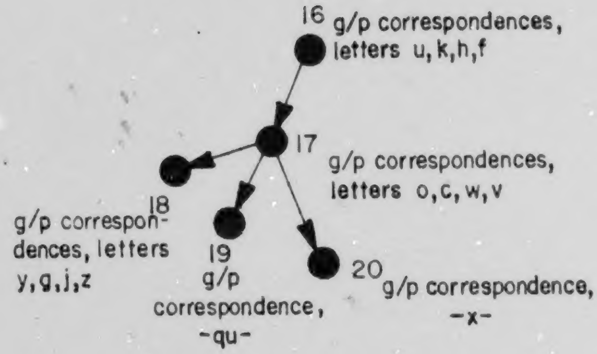
Type of feedback:

Correct response -- The balloon explodes and Balloon Bear gets four new ones.

Incorrect response -- The letter in the balloon the child touched is erased. Audio directs the child to try again. After a second wrong response, the screen is erased and Balloon Bear gets four more balloons.

Objective : G/P correspondances, letters o, c, w, v



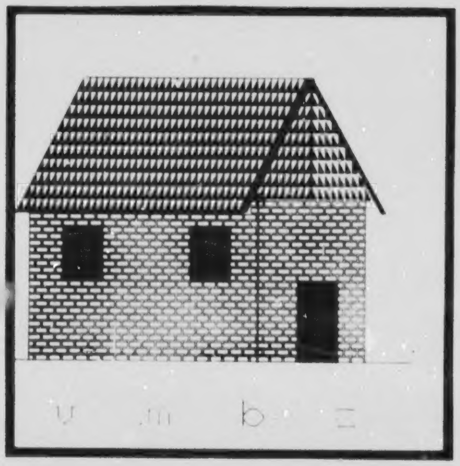

16 g/p correspondences, letters u, k, h, f
17 g/p correspondences, letters o, c, w, v
18 g/p correspondences, letters y, g, j, z
19 g/p correspondence, -qu-
20 g/p correspondence, -x-

Goal: Given a letter or the sound of a letter, the child will identify its oral or written equivalent.

Available activities:

1. Pre-test -- House
2. Practice -- Picture Dictionary - o is for . . .
3. Exercise -- Ollie Octopus - initial -o-
4. Practice -- Picture Dictionary - c is for . . .
5. Exercise -- Clowns - Initial -c-
6. Exercise -- Clyde Camel - Initial -c-
7. Exercise -- -co-Stems
8. Practice -- Word Families - Initial -c-
9. Practice -- Picture Dictionary - w is for . . .
10. Exercise -- Windmill and the Witch - Initial -w-
11. Exercise -- -w- Pictures
12. Exercise -- -wo- Stems
13. Practice -- Word Families - Initial -w-
14. Practice -- Picture Dictionary - v is for . . .
15. Exercise -- Volcano - Initial -v-
16. Exercise -- -v- Pictures
17. Exercise -- -ve- Stems
18. Practice -- Word Families - Initial -v-
19. Post-test -- Balloon Bear

Objective: G/P correspondences, letters o, c, w, v



Name of lesson: House

Type of lesson: Pre-test

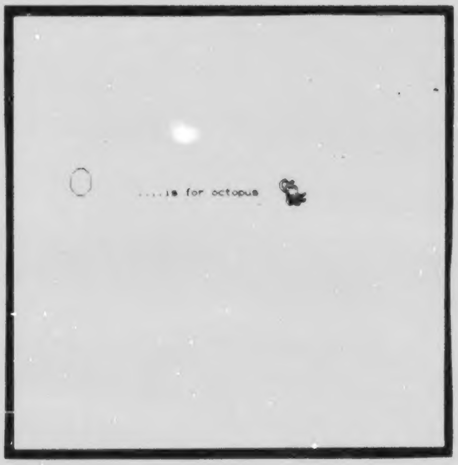
Task: The child is shown four letters at the bottom of the screen. The audio asks him to touch the letter which says /a/ as in apple (for example).

Type of feedback:

Correct response -- Parts are added to a house until the whole house is displayed.

Incorrect response -- Another set of letters is shown with a new audio request. If we run out of questions before the entire house is built, the rest of the house is automatically displayed.

Objective: G/P correspondences, letters o, c, w, v


O .....is for octopus

Name of lesson: Picture dictionary; o is for . . .

Type of lesson: Practice

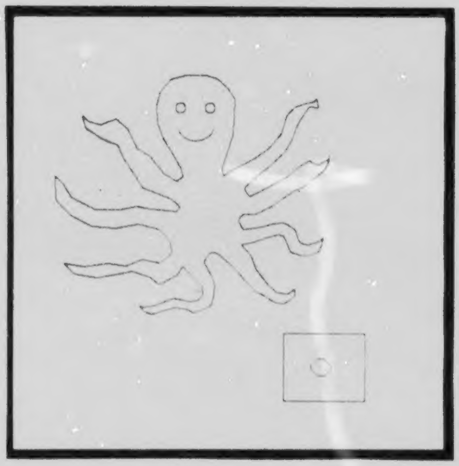
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

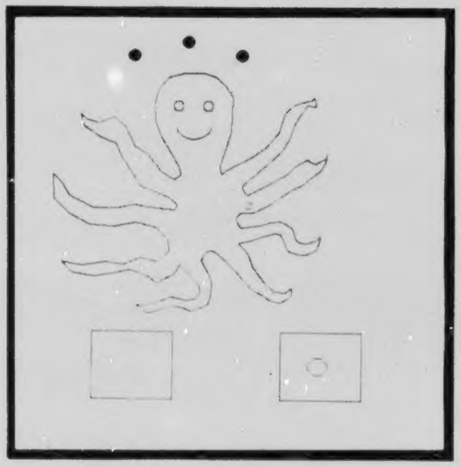
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: G/P correspondences, letters o, c, w, v





Name of lesson: Ollie Octopus - initial -o-

Type of lesson: Exercise

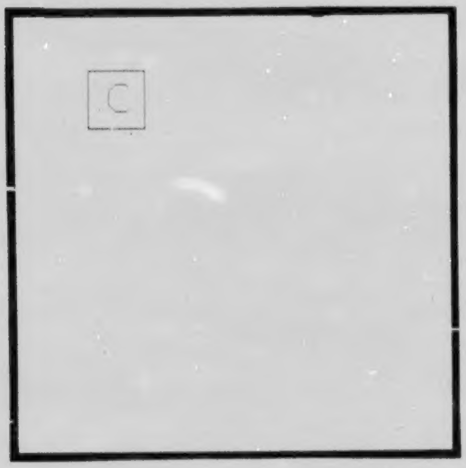
Task: PLATO displays Ollie Octopus, who can juggle oranges. The audio delivers, one at a time, examples and non-examples of words beginning with short -o-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -o-, Ollie juggles his oranges.

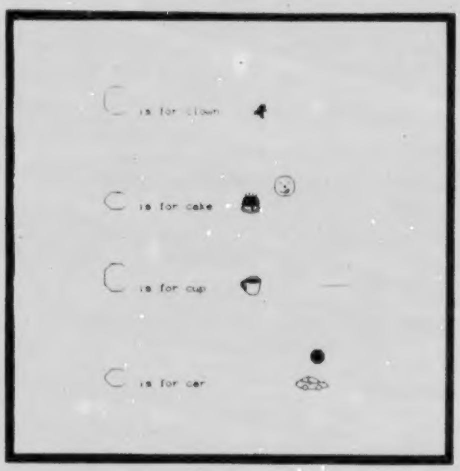
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters o, c, w, v





Name of lesson: Picture dictionary; c is for . . .

Type of lesson: Practice

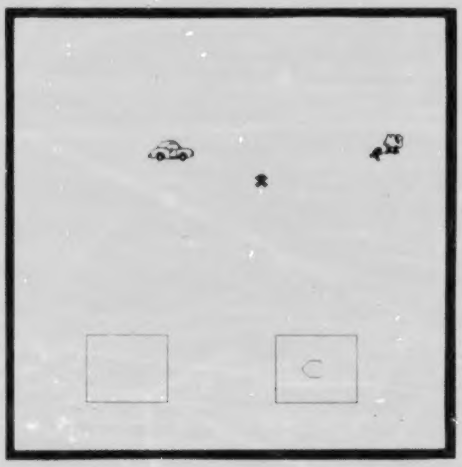
Task: PLATO displays, one by one, several upper and lower-case "c's." The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:

Appropriate response -- The child receives audio and visual display, including animation, illustrating words beginning with hard "c."

Inappropriate response -- Ignored

Objective: G/P correspondences, letters o, c, w, v



Name of lesson: Clowns - initial -c-

Type of lesson: Exercise

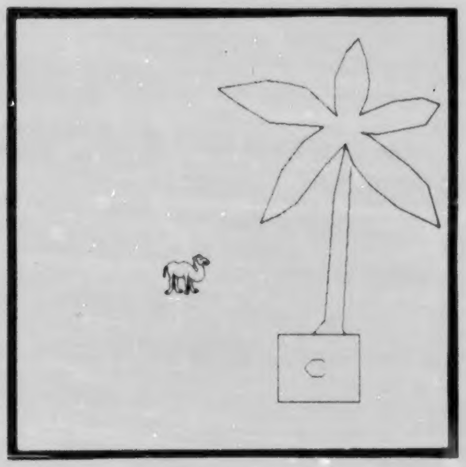
Task: A small car comes onto the screen, and a clown hops out. The audio delivers, one at a time, examples and non-examples of words beginning with -c-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. Each time the child correctly identifies a word beginning with -c-, another clown pops out of the car.

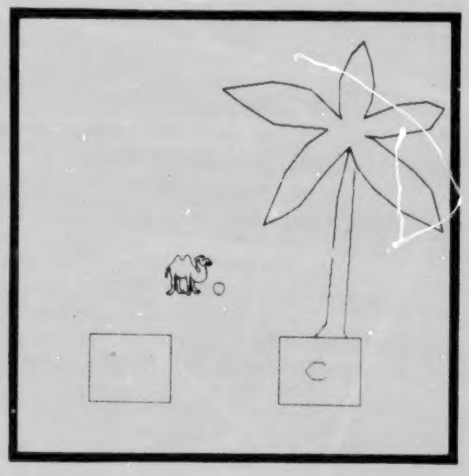
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters o, c, w, v





Name of lesson: Clyde Camel, initial -c-

Type of lesson: Exercise

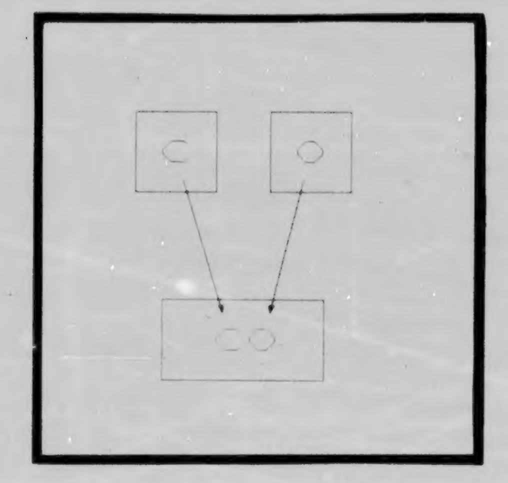
Task: PLATO displays Clyde Camel, who loves to eat coconuts. The audio delivers, one at a time, examples and non-examples of words beginning with -c-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -c-, Clyde gets another coconut.

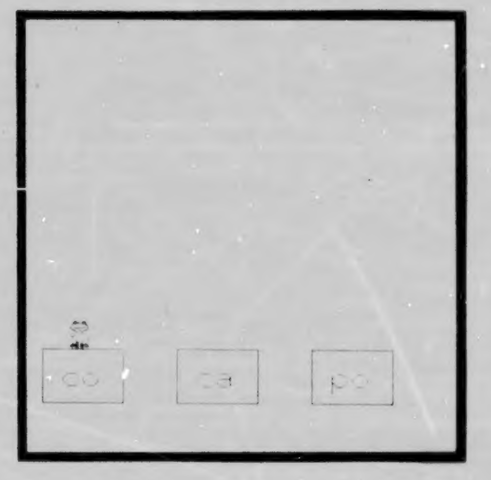
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P Correspondences, letters o, c, w, v





Name of lesson: -co- Stems

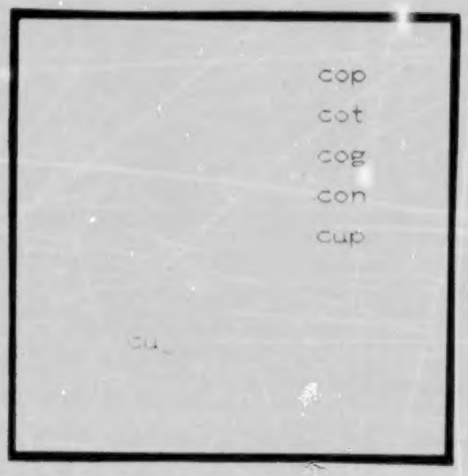
Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters o, c, w, v

co_



cop
cot
cog
con
cup

cu_

Name of lesson: Word Families - Initial -c-

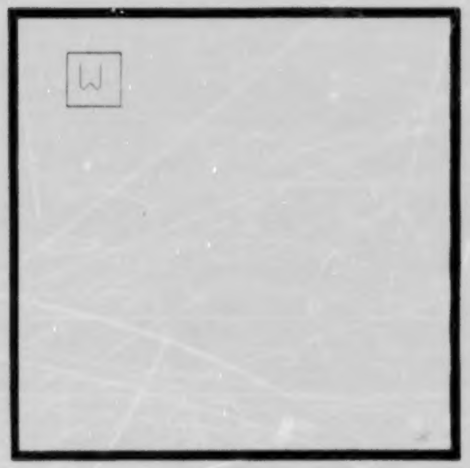
Type of lesson: Practice

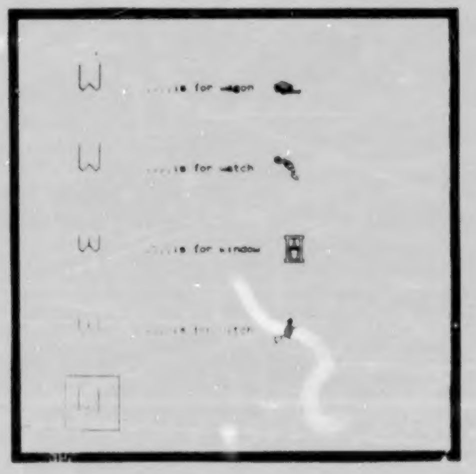
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when [illegible] more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters o, c, w, v





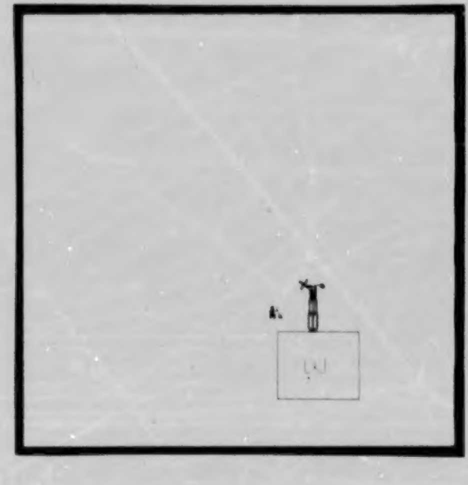
Name of lesson: Picture dictionary; w is for . . .

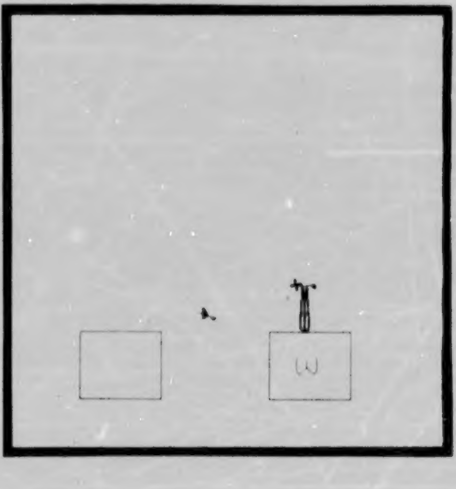
Type of lesson: Practice

Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.
Inappropriate response -- Ignored

Objective: G/P correspondences, letters o, c, w, v





Name of lesson: Windmill and the Witch - initial -w-

Type of lesson: Exercise

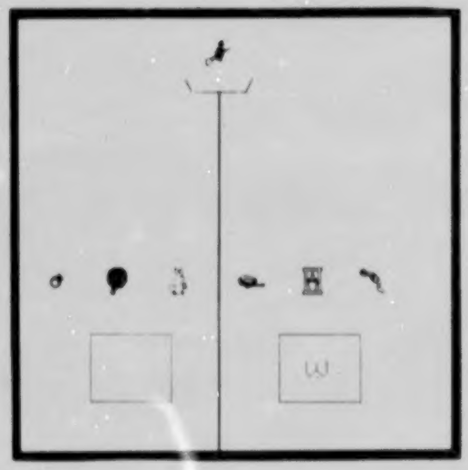
Task: PLATO displays a wicked witch who lives in a windmill. The audio delivers, one at a time, examples and non-examples of words beginning with -w-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -w-, the windmill blows the witch further away.

Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters o, c, w, v



Name of lesson: -w- Pictures

Type of lesson: Exercise

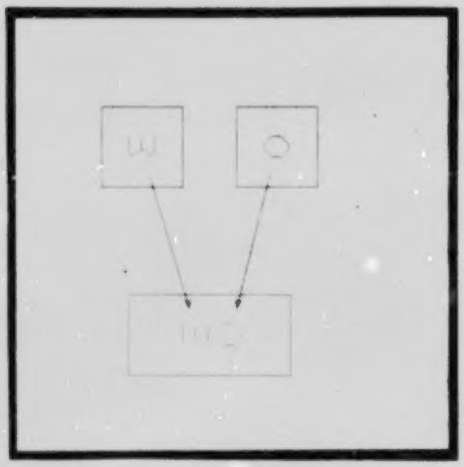
Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

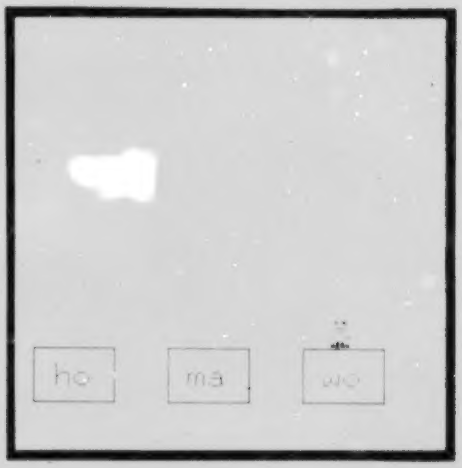
Type of feedback:

Correct response -- The picture is placed on the appropriate side.

Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P Correspondences, letters o, c, w, v





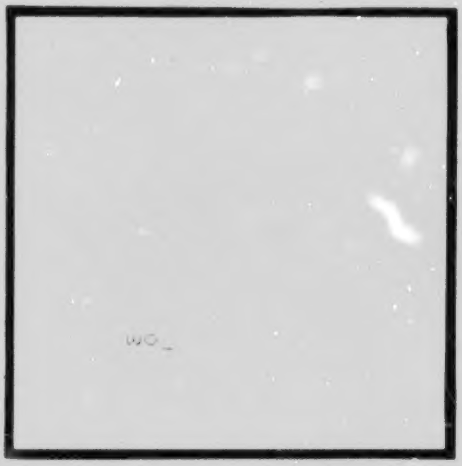
Name of lesson: -wo- Stems

Type of lesson: Exercise

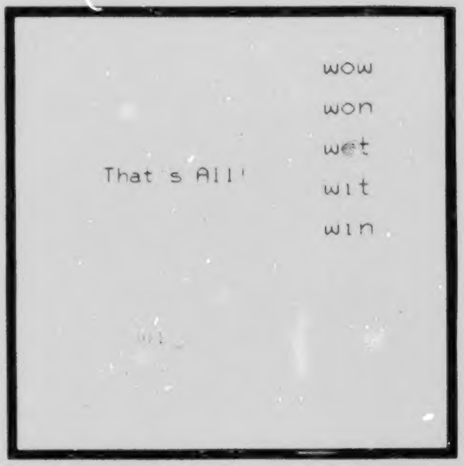
Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters o, c, w, v



wo_



That's All!

wow
won
wet
wit
win

wi_

Name of lesson: Word Families - Initial -w-

Type of lesson: Practice

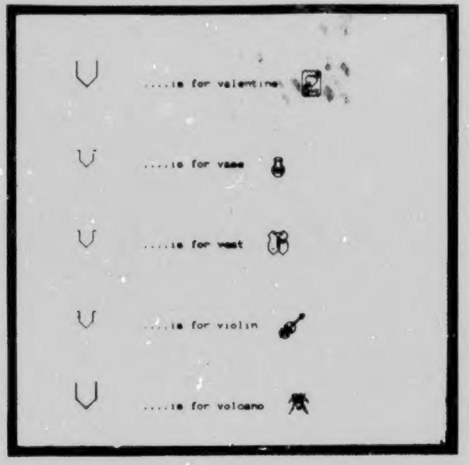
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters o, c, w, v

s for valentine



....is for valentine

....is for vase

....is for vest

....is for violin

....is for volcano

Name of lesson: Picture dictionary; v is for . . .

Type of lesson: Practice

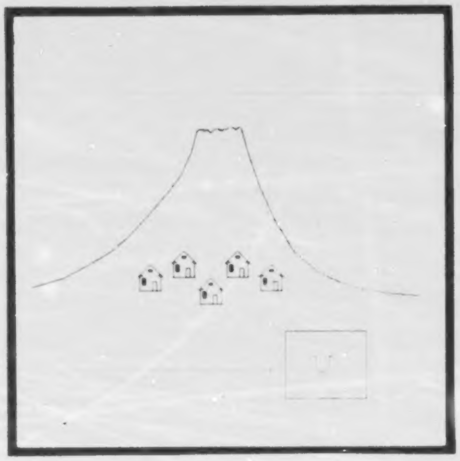
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

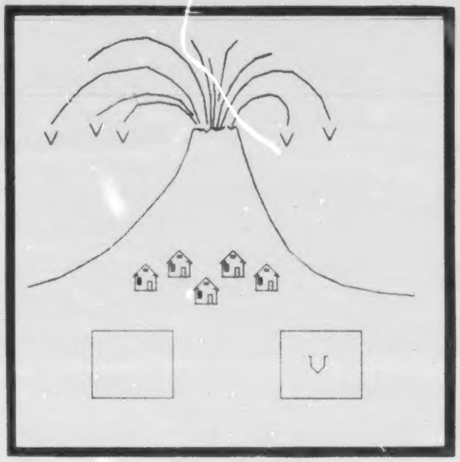
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: G/P correspondences, letters o, c, w, v





Name of lesson: Volcano - initial -v-

Type of lesson: Exercise

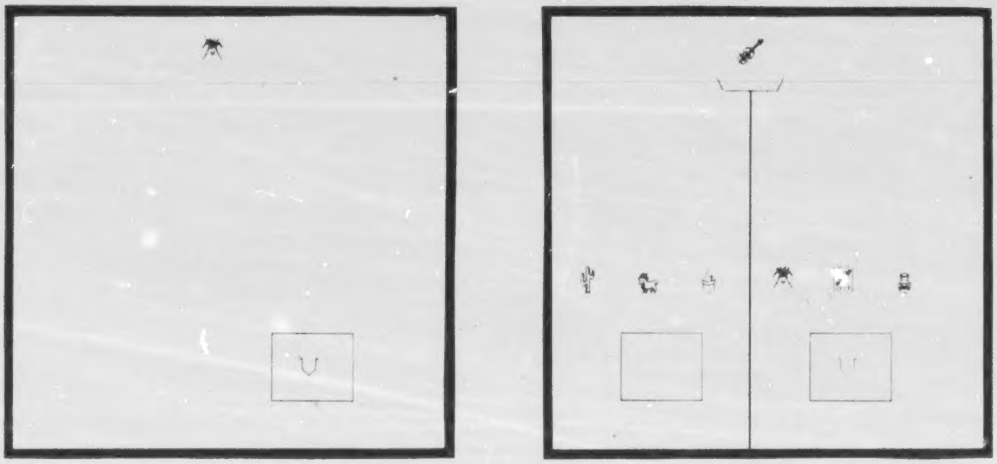
Task: PLATO displays a volcano. The audio delivers, one at a time, examples and non-examples of words beginning with -v-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -v-, the volcano erupts.

Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters o, c, w, v



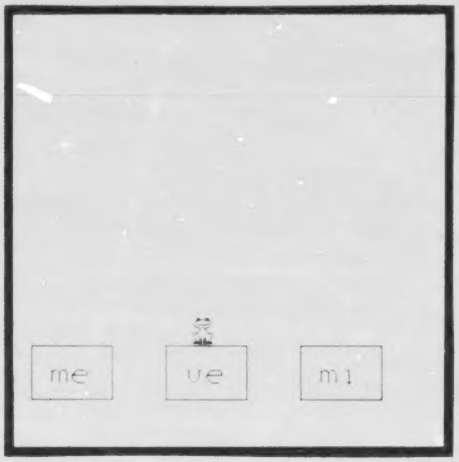
Name of lesson: -v- Pictures

Type of lesson: Exercise

Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

Type of feedback:
Correct response -- The picture is placed on the appropriate side.
Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P Correspondences, letters o, c, w, v



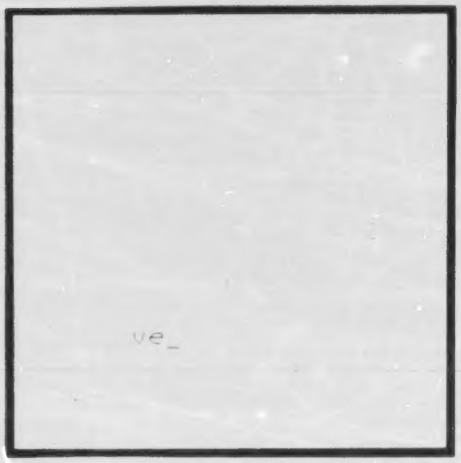
Name of lesson: -ve- Stems

Type of lesson: Exercise

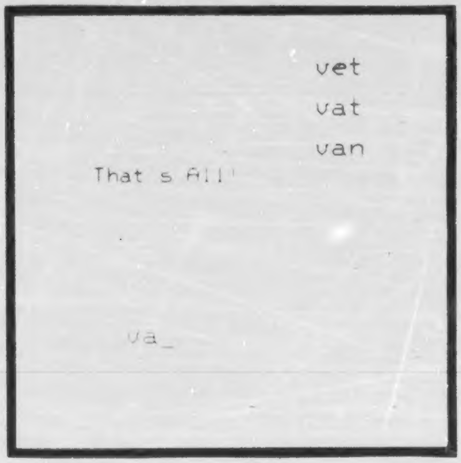
Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters o, c, w, v



ve_



vet
vat
van

That's All!

va_

Name of lesson: Word Families Initial -v-

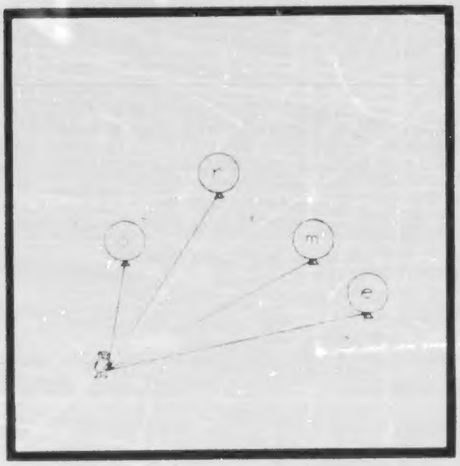
Type of lesson: Practice

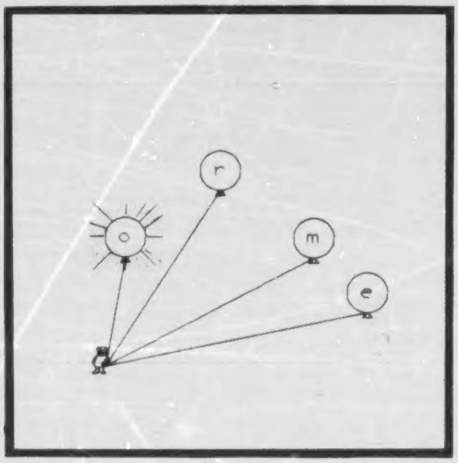
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters o, c, w, v





Name of lesson: Balloon Bear

Type of lesson: Post-test

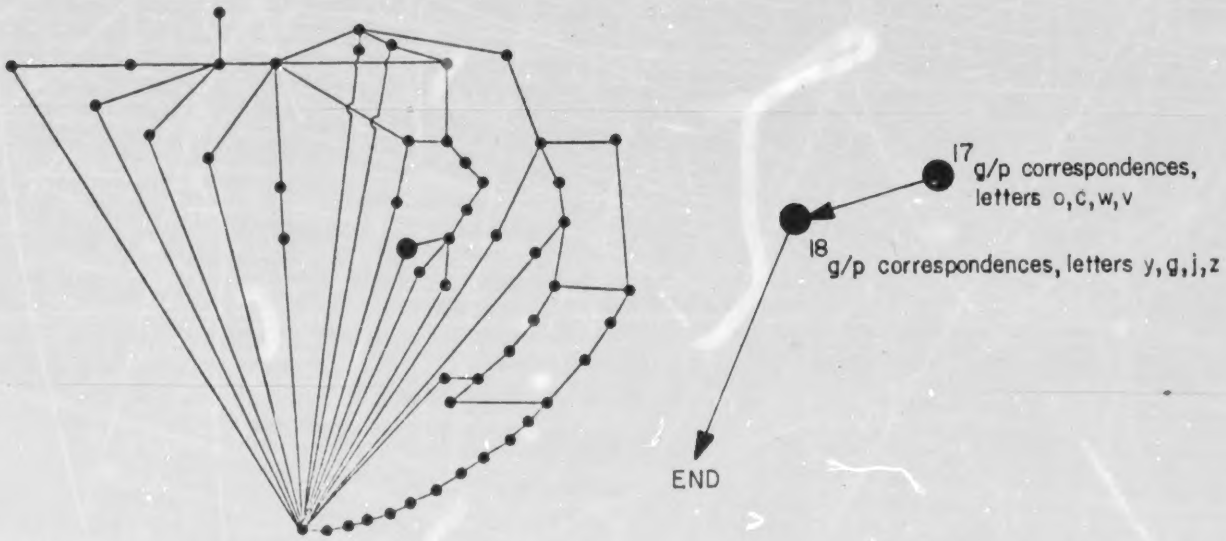
Task: Balloon Bear holds four balloons, each with a letter in it. The audio tells the child to touch the letter which says /a/ as in apple (for example).

Type of feedback:

Correct response -- The balloon explodes and Balloon Bear gets four new ones.

Incorrect response -- The letter in the balloon the child touched is erased. Audio directs the child to try again. After a second wrong response, the screen is erased and Balloon Bear gets four more balloons.

Objective: G/P correspondances, letters y, g, j, z

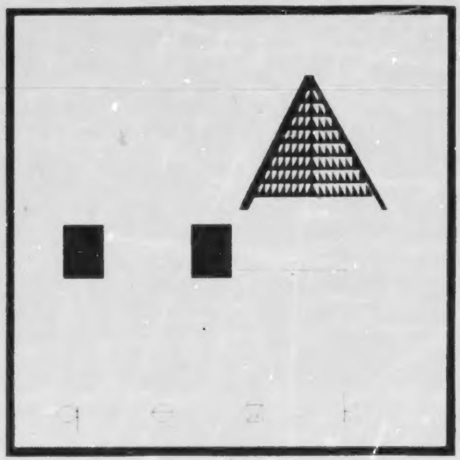

17 g/p correspondences, letters o,c,w,v
18 g/p correspondences, letters y,g,j,z
END

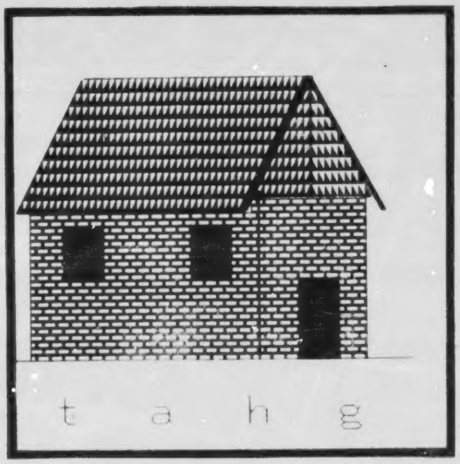
Goal: Given a letter or the sound of a letter, the child will identify its oral or written equivalent.

Available activities:

1. Pre-test -- House
2. Practice -- Picture Dictionary - y is for . . .
3. Exercise -- -y- Pictures
4. Exercise -- -y- Words
5. Practice -- Picture Dictionary - G is for . . .
6. Exercise -- Giggly Ghost - Initial -g-
7. Exercise -- -g- Pictures
8. Exercise -- -go- Stems
9. Practice -- Word Families - Initial -g-
10. Exercise -- -ug- Stems
11. Exercise -- -g- Words - Final -g-
12. Practice -- Word Families - Final -g-
13. Practice -- Picture Dictionary - j is for. . .
14. Exercise -- Jack in the Box - Initial -j-
15. Exercise -- -j- Pictures
16. Exercise -- -jo- Stems
17. Practice -- Word Families - Initial -j-
18. Practice -- Picture Dictionary - z is for . . .
19. Exercise -- -z- Pictures - Initial -z-
20. Exercise -- -z- Words
21. Post-test -- Balloon Bear

Objective: G/P correspondences, letters y, g, j, z





Name of lesson: House

Type of lesson: Pre-test

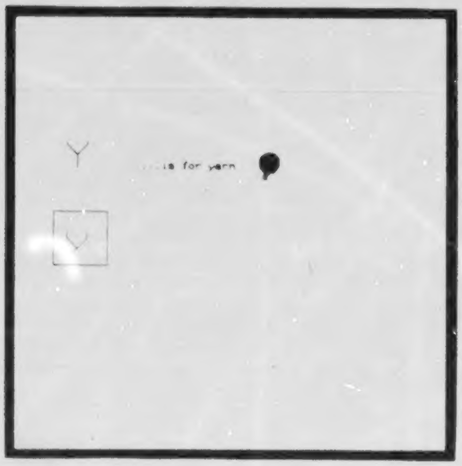
Task: The child is shown four letters at the bottom of the screen. The audio asks him to touch the letter which says /a/ as in apple (for example).

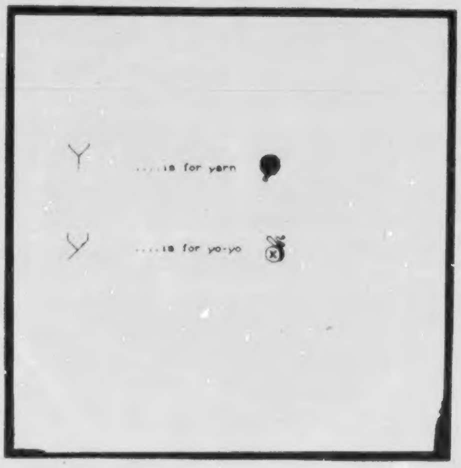
Type of feedback:

Correct response -- Parts are added to a house until the whole house is displayed.

Incorrect response -- Another set of letters is shown with a new audio request. If we run out of questions before the entire house is built, the rest of the house is automatically displayed.

Objective: G/P correspondences, letters y, g, j, z





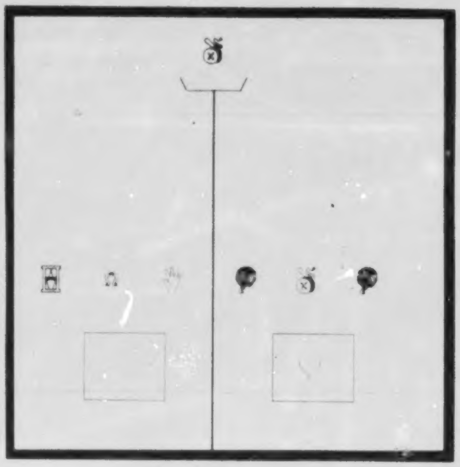
Name of lesson: Picture dictionary; y is for . . .

Type of lesson: Practice

Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.
Inappropriate response -- Ignored

Objective: G/P correspondences, letters y, g, j, z



Name of lesson: -y- Pictures

Type of lesson: Exercise

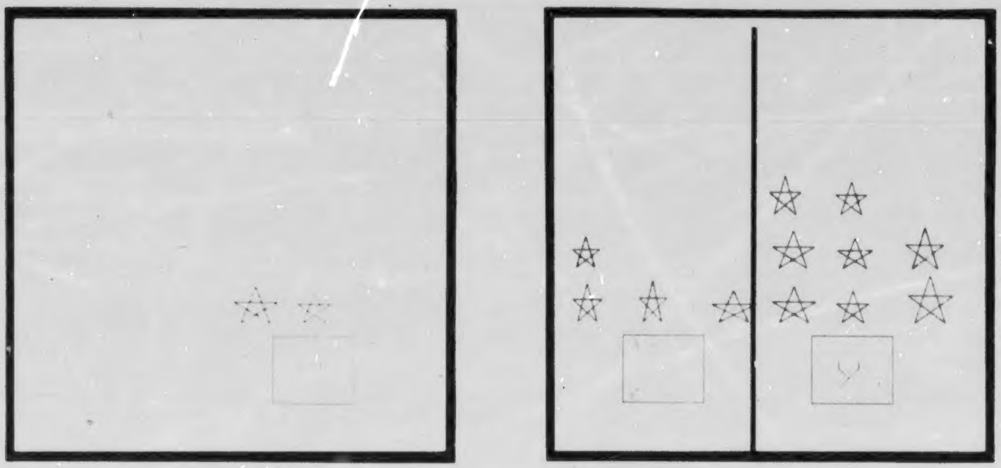
Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

Type of feedback:

Correct response -- The picture is placed on the appropriate side.

Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P correspondences, letters y, g, j, z



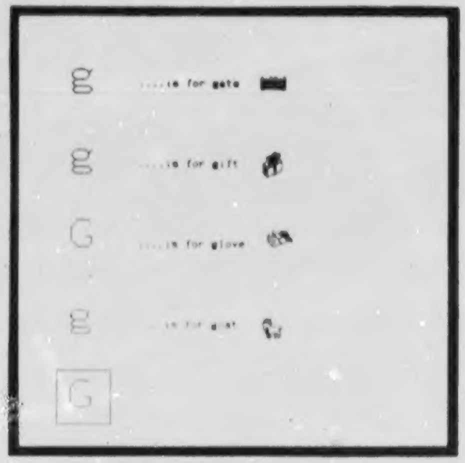
Name of lesson: -y- Words

Type of lesson: Exercise

Task: The child is introduced to the sound of the letter, and taught to touch the letter in the box each time he hears a word with that sound in it. When he hears words without the target sound, he touches an empty box.

Type of feedback:
Correct response -- A star is drawn on the appropriate side for each right answer.
Incorrect response: The child is told to touch the other box. After several errors, the child is just given the next word.

Objective: G/P correspondences, letters y, g, j, z



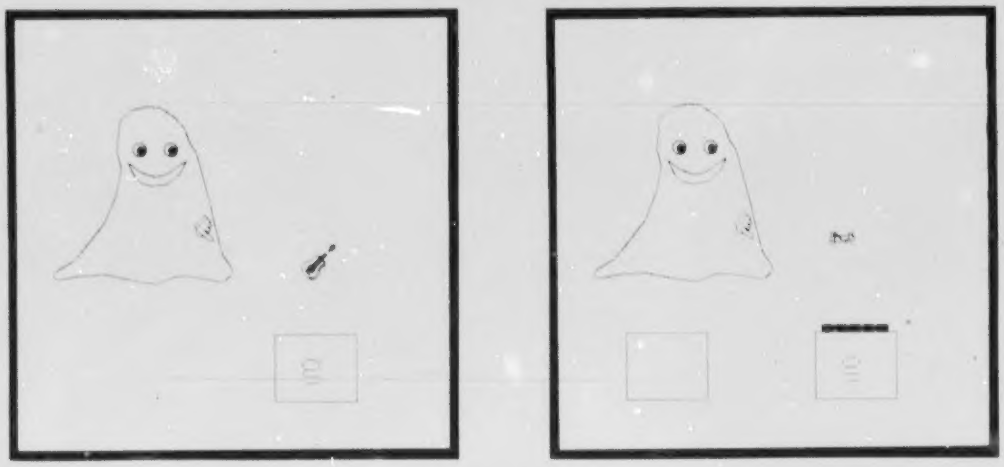
Name of lesson: Picture dictionary; g is for . . .

Type of lesson: Practice

Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:
Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.
Inappropriate response -- Ignored

Objective: G/P correspondences, letters y, g, j, z



Name of lesson: Giggly Ghost - initial -g-

Type of lesson: Exercise

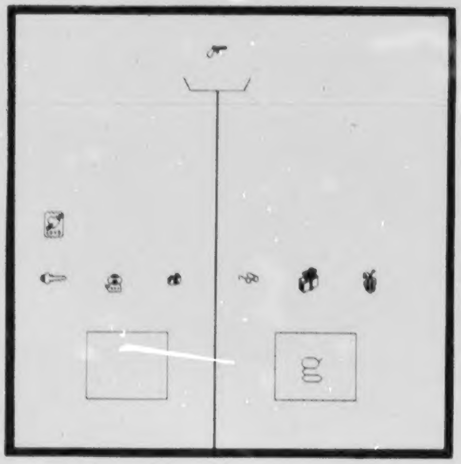
Task: PLATO displays Giggly Ghost who can magically change objects beginning with -g- into gold. The audio delivers, one at a time, examples and non-examples of words beginning with -g-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -g-, Giggly Ghost turns the object to gold.

Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters y, g, j, z



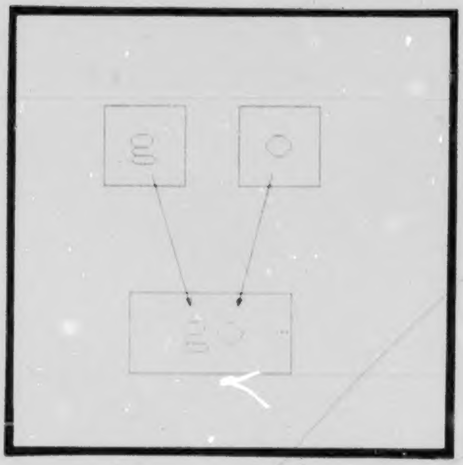
Name of lesson: -g- Pictures

Type of lesson: Exercise

Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

Type of feedback:
Correct response -- The picture is placed on the appropriate side.
Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P Correspondences, letters y, g, j, z



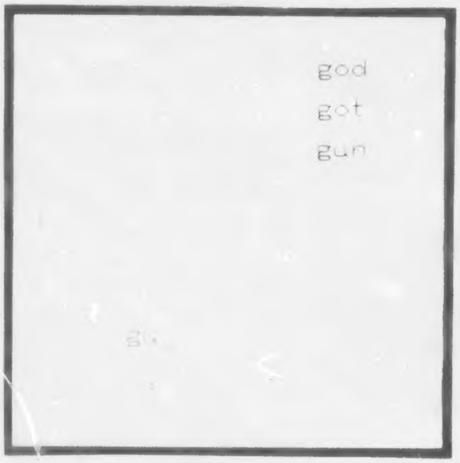
Name of lesson: -go- Stems

Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters y, g, j, z



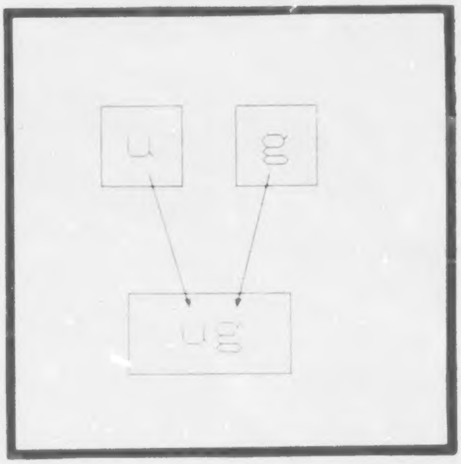
Name of lesson: Word Families Initial -g-

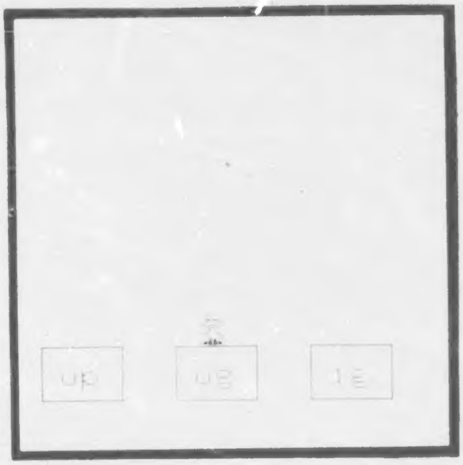
Type of lesson: Practice

Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:
Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P Correspondences, letters y, g, j, z





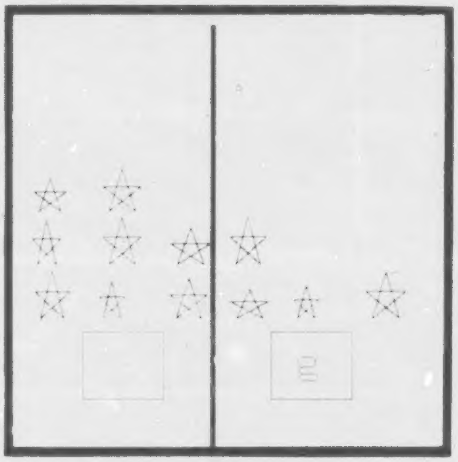
Name of lesson: -ug- Stems

Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P correspondences, letters y, g, j, z



Name of lesson: -g- Words - Final -g-

Type of lesson: Exercise

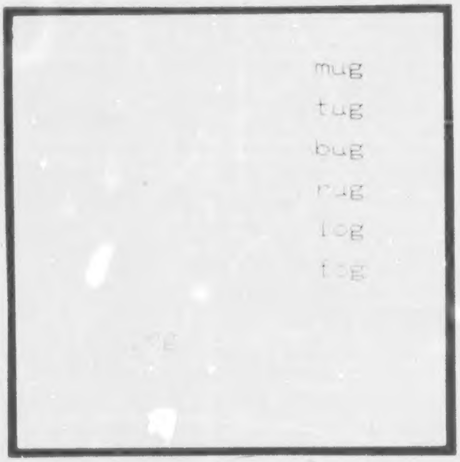
Task: The child is introduced to the sound of the letter, and taught to touch the letter in the box each time he hears a word with that sound in it. When he hears words without the target sound, he touches an empty box.

Type of feedback:

Correct response -- A star is drawn on the appropriate side for each right answer.

Incorrect response: The child is told to touch the other box. After several errors, the child is just given the next word.

Objective: G/P Correspondences, letters y, g, j, z



Name of lesson: Word Families - Final -g-

Type of lesson: Practice

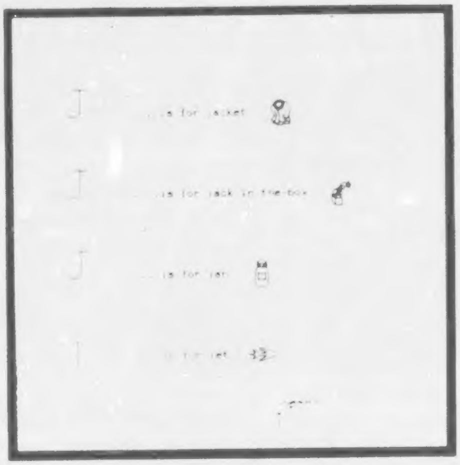
Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters y, g, j, z

J is for jacket



J is for jacket

J is for jack in the box

J is for jar

J is for jet

Name of lesson: Picture dictionary; j is for . . .

Type of lesson: Practice

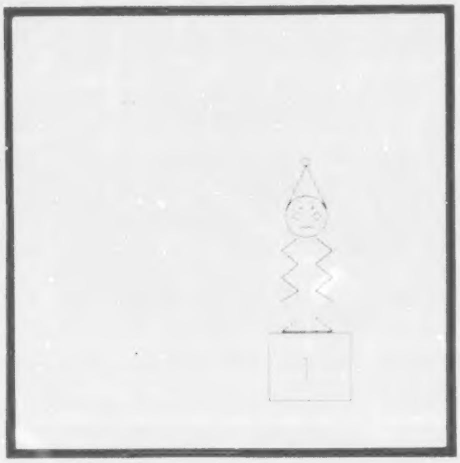
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

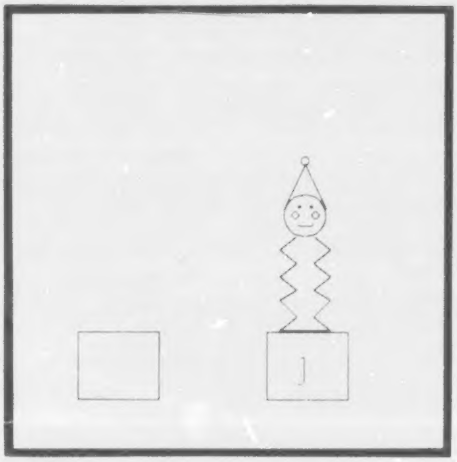
Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: G/P correspondences, letters y, g, j, z





Name of lesson: Jack-in-the-box - initial -j-

Type of lesson: Exercise

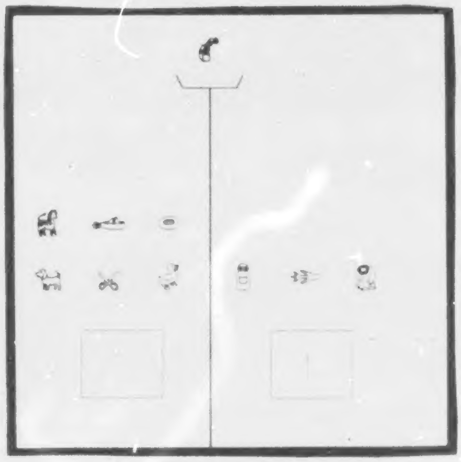
Task: PLATO displays a Jack-in-the-box. The audio delivers, one at a time, examples and non-examples of words beginning with -j-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies examples by touching a box containing the target letter. He identifies non-examples by touching an empty box. Every time the child correctly identifies a word beginning with -j-, the Jack-in-the-box jumps.

Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondences, letters y, g, j, z



Name of lesson: -j- Pictures

Type of lesson: Exercise

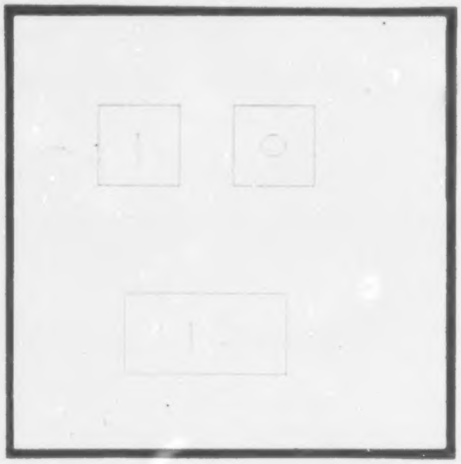
Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

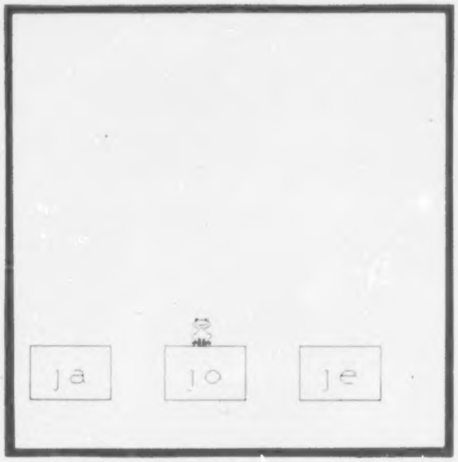
Type of feedback:

Correct response -- The picture is placed on the appropriate side.

Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P Correspondences, letters y, g, j, z





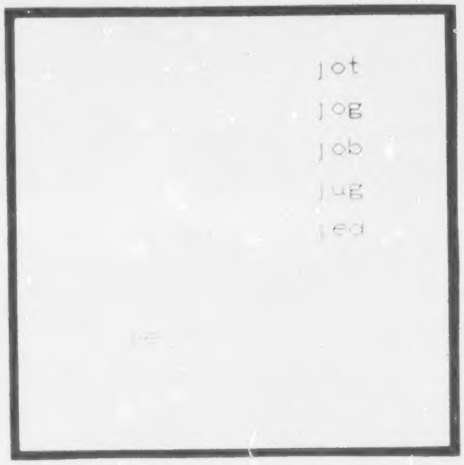
Name of lesson: -jo- Stems

Type of lesson: Exercise

Task: The child is shown a consonant and vowel combination. He is told how they are pronounced, separately and together. He then must select the consonant/vowel pair from fields of similar pairs.

Type of feedback: Freddy Frog hops to the correct consonant/vowel pair. Audio tells the child that Freddy is sitting on the correct answer.

Objective: G/P Correspondences, letters y, g, j, z



Name of lesson: Word Families - Initial -j-

Type of lesson: Practice

Task: The child makes three letter words. He is given a word family and can add letters by random typing. When he makes a word, the audio pronounces it, and the word is added to a list on the right side. Vowels are changed after four words have been made, or when no more likely combinations exist. If the child wants a hint, he can press the HELP key.

Type of feedback:

Correct response -- Audio pronounces word and word is added to list.
Incorrect response -- Letter appears in the blank space with the word family, then disappears.

Objective: G/P correspondences, letters y, g, j, z

is for zebra

Name of lesson: Picture dictionary; z is for . . .

Type of lesson: Practice

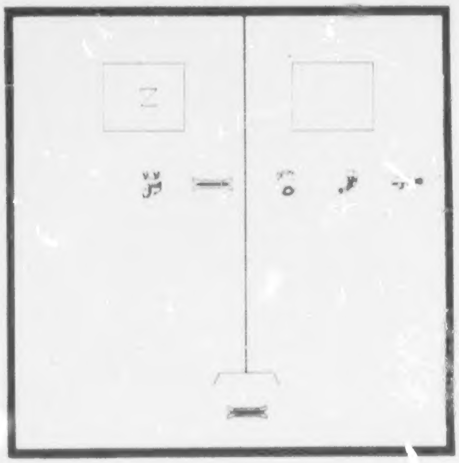
Task: PLATO displays, one by one, several examples of the letter specified, either upper or lower case. The child's task is to touch a letter and attend to the words and display that follow.

Type of feedback:

Appropriate response -- The child receives audio and visual display illustrating words beginning with the specified letter.

Inappropriate response -- Ignored

Objective: G/P correspondences, letters y, g, j, z



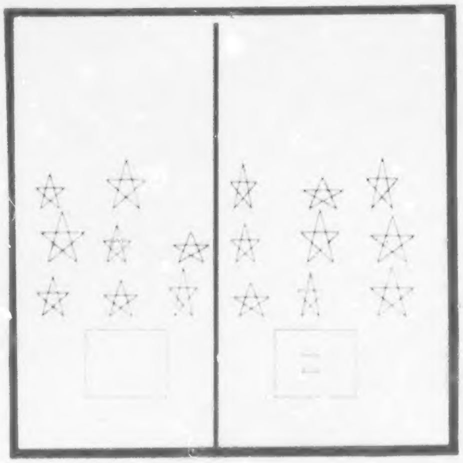
Name of lesson: -z- Pictures

Type of lesson: Exercise

Task: The student is shown a picture and hears the name of the picture. If the word has the target sound in it, he touches the box with the letter in it; if not, he touches the empty box.

Type of feedback:
Correct response -- The picture is placed on the appropriate side.
Incorrect response -- The student is told to touch the other box. After several errors, the student simply goes on to the next word.

Objective: G/P correspondences, letters y, g, j, z



Name of lesson: -z- Words

Type of lesson: Exercise

Task: The child is introduced to the sound of the letter, and taught to touch the letter in the box each time he hears a word with that sound in it. When he hears words without the target sound, he touches an empty box.

Type of feedback:

Correct response -- A star is drawn on the appropriate side for each right answer.

Incorrect response: The child is told to touch the other box. After several errors, the child is just given the next word.

Objective: G/P correspondences, letters y, g, j, z

Name of lesson: Balloon Bear

Type of lesson: Post-test

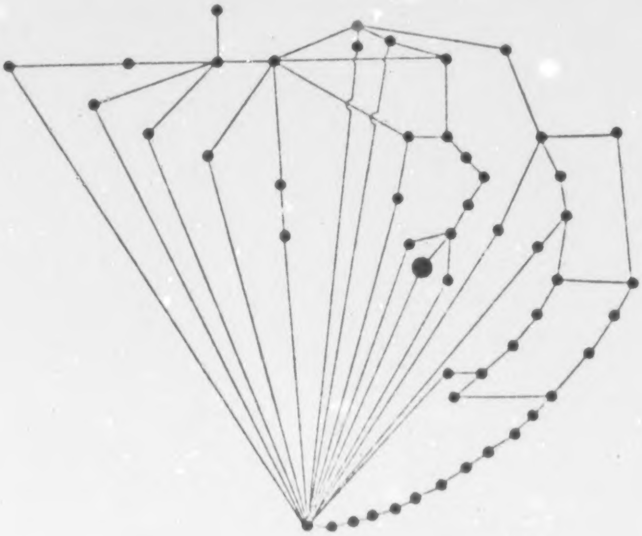
Task: Balloon Bear holds four balloons, each with a letter in it. The audio tells the child to touch the letter which says /a/ as in apple (for example).

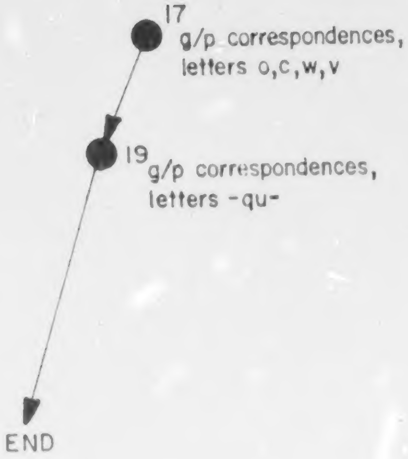
Type of feedback:

Correct response -- The balloon explodes and Balloon Bear gets four new ones.

Incorrect response -- The letter in the balloon the child touched is erased. Audio directs the child to try again. After a second wrong response, the screen is erased and Balloon Bear gets four more balloons.

Objective: G/P correspondance, letters -qu-



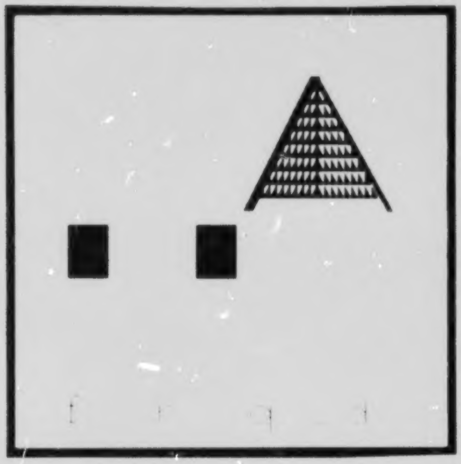

17
g/p correspondences, letters o,c,w,v
19
g/p correspondences, letters -qu-
END

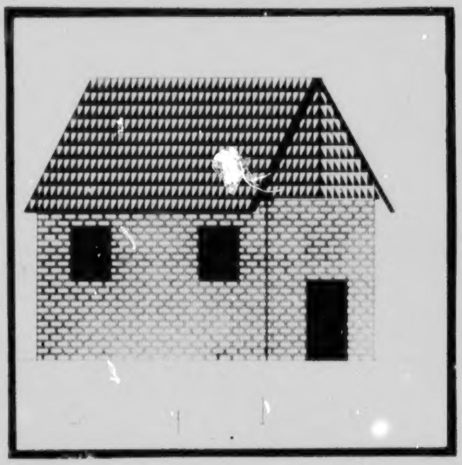
Goal: Given a letter or the sound of a letter, the child will identify its oral or written equivalent.

Available activities:

1. Pre-test -- House
2. Exercise -- Queen Quintilla - Initial -qu-
3. Exercise -- -q- Words
4. Post-test -- Balloon Bear

Objective: G/P correspondence , letters -qu-





Name of lesson: House

Type of lesson: Pre-test

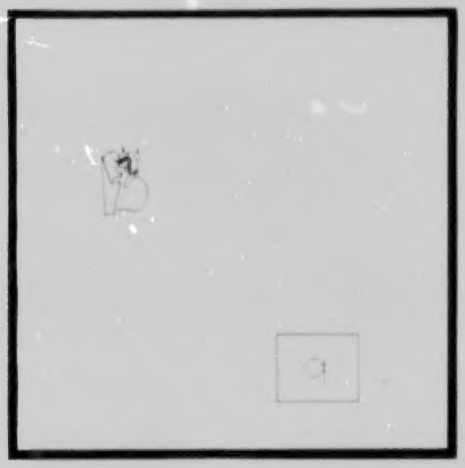
Task: The child is shown four letters at the bottom of the screen. The audio asks him to touch the letter which says /a/ as in apple (for example).

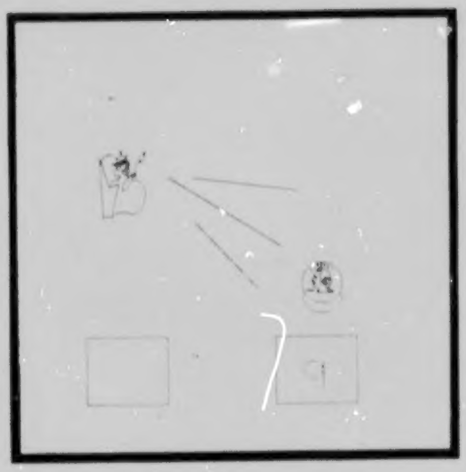
Type of feedback:

Correct response -- Parts are added to a house until the whole house is displayed.

Incorrect response -- Another set of letters is shown with a new audio request. If we run out of questions before the entire house is built, the rest of the house is automatically displayed.

Objective: G/P correspondence, letters qu





Name of lesson: Queen Quintilla - initial -qu-

Type of lesson: Exercise

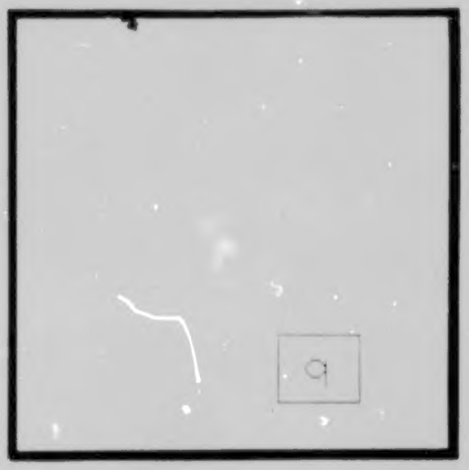
Task: PLATO displays Queen Quintilla, who hoards quarters. The audio delivers, one at a time, examples and non-examples of words beginning with -qu-. The child is to categorize the words he hears as being examples or non-examples of words beginning with the target letter. He identifies non-examples by touching an empty box. When the child correctly identifies a word beginning with -qu-, Queen Quintilla gets another quarter.

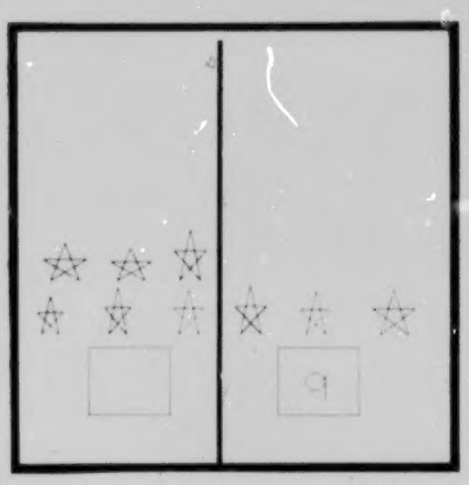
Type of feedback:

Correct response -- An animated display reinforces the correct response.

Incorrect response -- The display does not animate. The audio directs the child to touch the box containing the target letter. If the child responds incorrectly a second time, PLATO goes on to the next word.

Objective: G/P correspondence , letters -qu-





Name of lesson: -q- Words

Type of lesson: Exercise

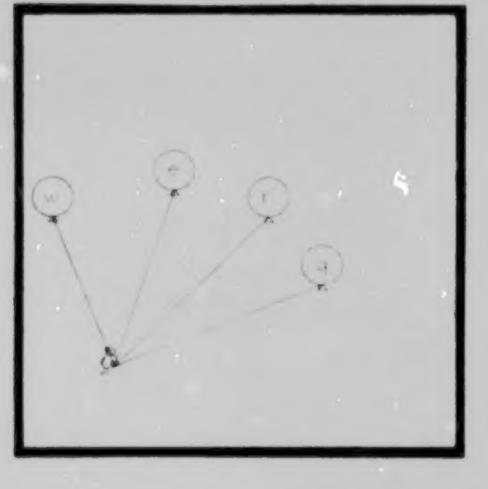
Task: The child is introduced to the sound of the letter, and taught to touch the letter in the box each time he hears a word with that sound in it. When he hears words without the target sound, he touches an empty box.

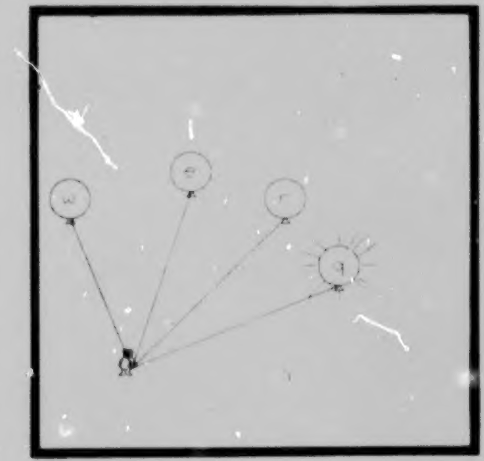
Type of feedback:

Correct response -- A star is drawn on the appropriate side for each right answer.

Incorrect response: The child is told to touch the other box. After several errors, the child is just given the next word.

Objective: G/P correspondence , letters -qu-





Name of lesson: Balloon Bear

Type of lesson: Post-test

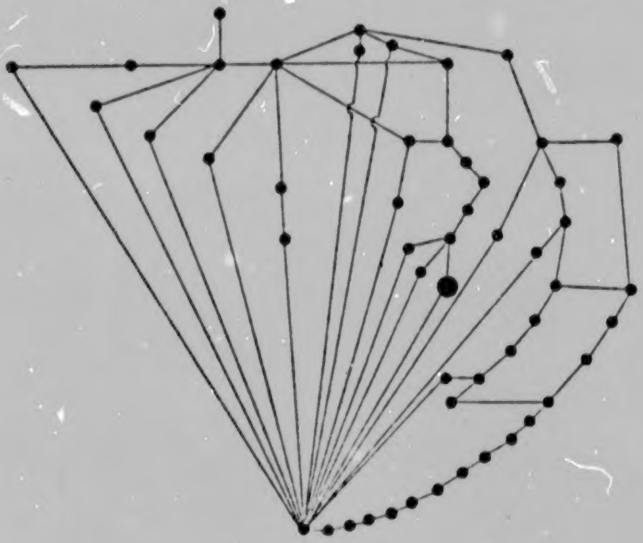
Task: Balloon Bear holds four balloons, each with a letter in it. The audio tells the child to touch the letter which says /a/ as in apple (for example).

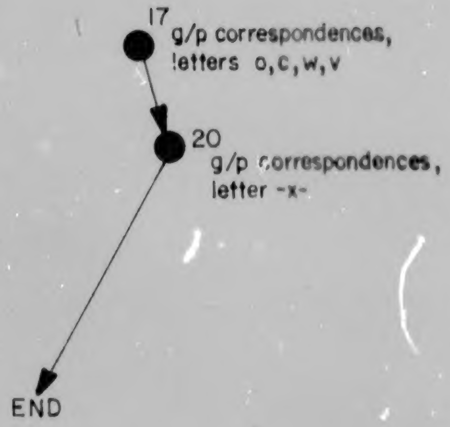
Type of feedback:

Correct response -- The balloon explodes and Balloon Bear gets four new ones.

Incorrect response -- The letter in the balloon the child touched is erased. Audio directs the child to try again. After a second wrong response, the screen is erased and Balloon Bear gets four more balloons.

Objective: G/P correspondance, letter -x-



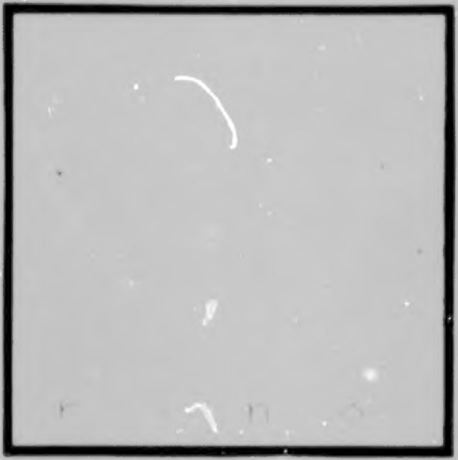

17
g/p correspondences,
letters o,c,w,v
20
g/p correspondences,
letter -x-
END

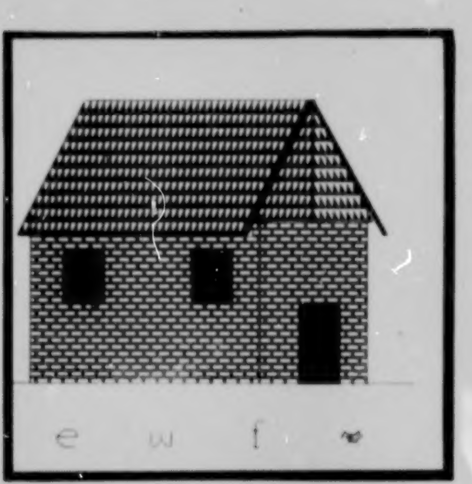
Goal: Given a letter or the sound of a letter, the child will identify its oral or written equivalent.

Available activities:

1. Pre-test -- House
2. Exercise -- -x- Words
3. Post-test -- Balloon Bear

Objective: G/P correspondence , letter -x-





Name of lesson: House

Type of lesson: Pre-test

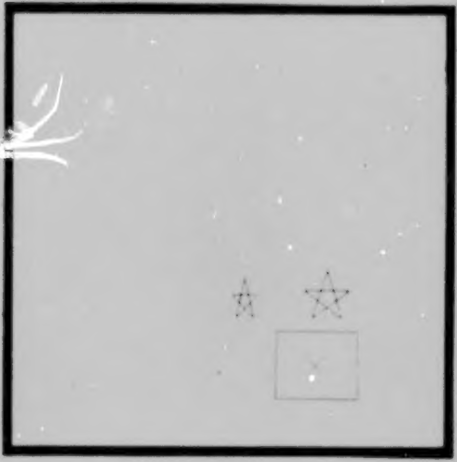
Task: The child is shown four letters at the bottom of the screen. The audio asks him to touch the letter which says /a/ as in apple (for example).

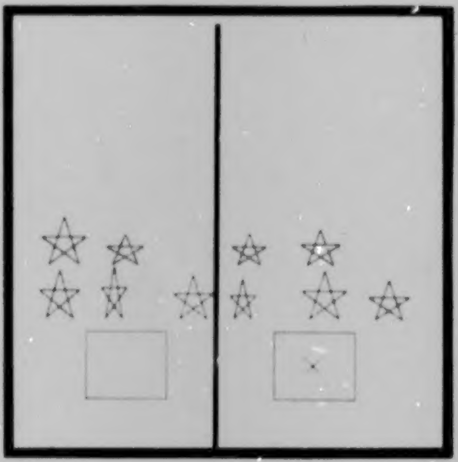
Type of feedback:

Correct response -- Parts are added to a house until the whole house is displayed.

Incorrect response -- Another set of letters is shown with a new audio request. If we run out of questions before the entire house is built, the rest of the house is automatically displayed.

Objective: G/P correspondences, letters -x-





Name of lesson: -x- Words - Final -x-

Type of lesson: Exercise

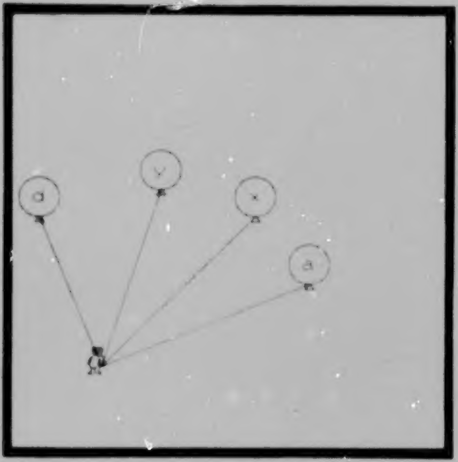
Task: The child is introduced to the sound of the letter, and taught to touch the letter in the box each time he hears a word with that sound in it. When he hears words without the target sound, he touches an empty box.

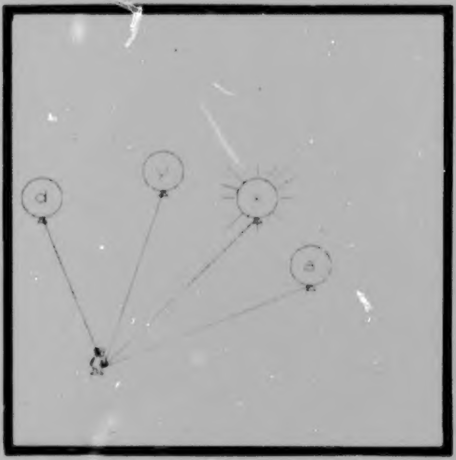
Type of feedback:

Correct response -- A star is drawn on the appropriate side for each right answer.

Incorrect response: The child is told to touch the other box. After several errors, the child is just given the next word.

Objective: G/P correspondence , letter -x-





Name of lesson: Balloon Bear

Type of lesson: Post-test

Task: Balloon Bear holds four balloons, each with a letter in it. The audio tells the child to touch the letter which says /a/ as in apple (for example).

Type of feedback:

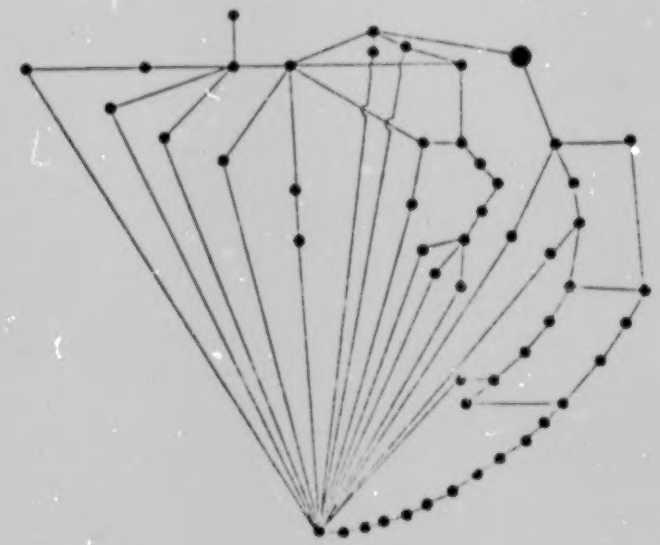
Correct response -- The balloon explodes and Balloon Bear gets four new ones.

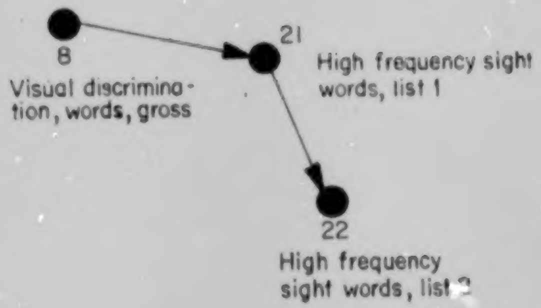
Incorrect response -- The letter in the balloon the child touched is erased. Audio directs the child to try again. After a second wrong response, the screen is erased and Balloon Bear gets four more balloons.

WORDS

Objective	Page
High frequency sight words, list 1	250
High frequency sight words, list 2	253
High frequency sight words, list 3	256
High frequency sight words, list 4	259
High frequency sight words, list 5	262
High frequency sight words, list 6	265
High frequency sight words, list 7	268
High frequency sight words, list 8	271
High frequency sight words, list 9	274
Enrichment sight words, animals1	277
Enrichment sight words, face features	285
Enrichment sight words, shapes	289
Enrichment sight words, colors	294
Enrichment sight words, clothing	299
Enrichment sight words, animals2	307
Enrichment sight words, toys	314
Enrichment sight words, household1	321
Enrichment sight words, food.	329
Enrichment sight words, vehicles	336
Enrichment sight words, people	343
Enrichment sight words, household2	351
Enrichment sight words, animals3	358
Enrichment sight words, household3	365
Enrichment sight words, misc. words	373

Objective: High frequency sight words, list 1




8
Visual discrimination, words, gross
21
High frequency sight words, list 1
22
High frequency sight words, list 2

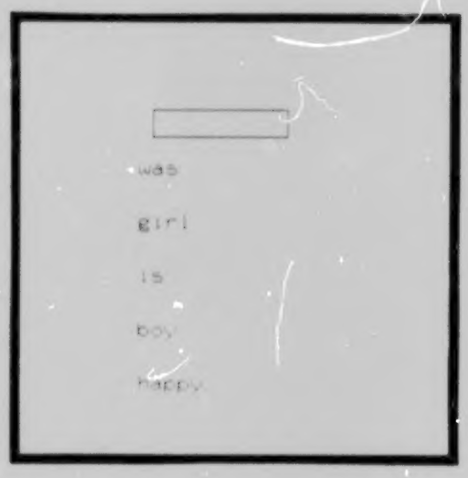
Goal: Given a specified word, the child will read the word without having to decode it phonetically. The following words will be used:

1. boy
2. girl
3. a
4. the
5. is
6. was
7. happy
8. sad

Available activities:

1. Exercise -- Word Practice
2. Practice -- Pop up - Happy/Sad

Objective: High frequency sight words, list1



Name of lesson: Word Practice

Type of lesson: Exercise

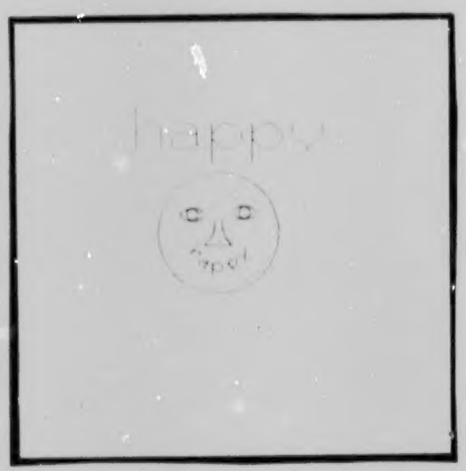
Task: PLATO displays the target word in a box at the top of the screen. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words.

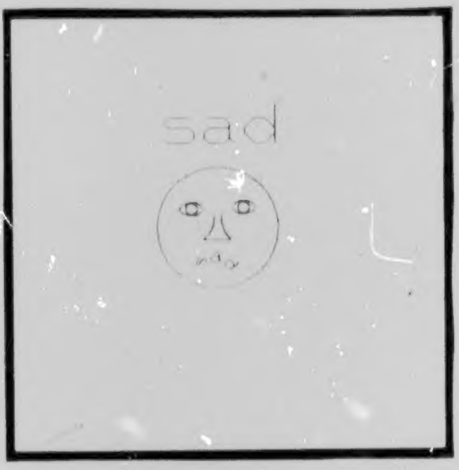
Type of feedback:

Correct response -- In typing, the letters appear appropriately. In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear. In word identification, the correct word is boxed.

Objective: High frequency sight words, listl





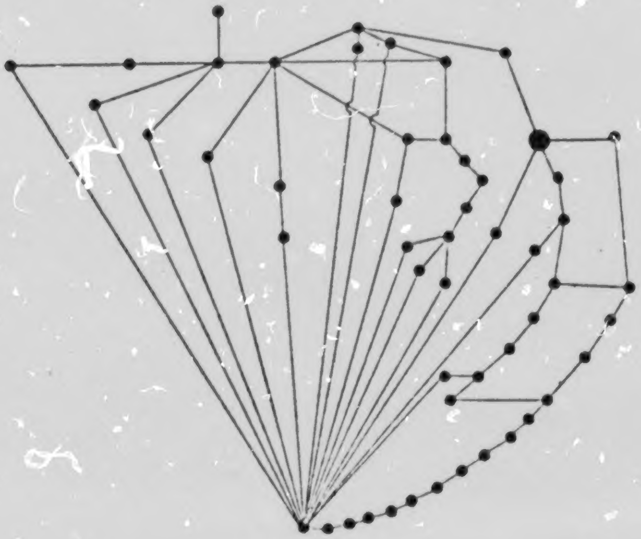
Name of lesson: Popup -- Happy/Sad

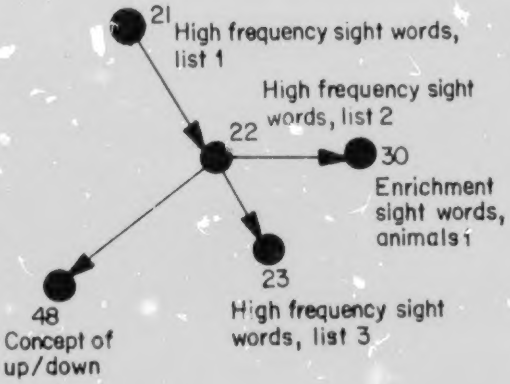
Type of lesson: Practice

Task: PLATO displays a happy face with the word "happy" forming the smile. The word "happy" then appears below the face, and the child types the word. The same sequence is repeated, using the word "sad."

Type of feedback:
Correct response -- typed letters appear appropriately
Incorrect response -- typed letters do not appear

Objective: High frequency sight words, list 2




21 High frequency sight words, list 1
22 High frequency sight words, list 2
30 Enrichment sight words, animals 1
23 High frequency sight words, list 3
48 Concept of up/down

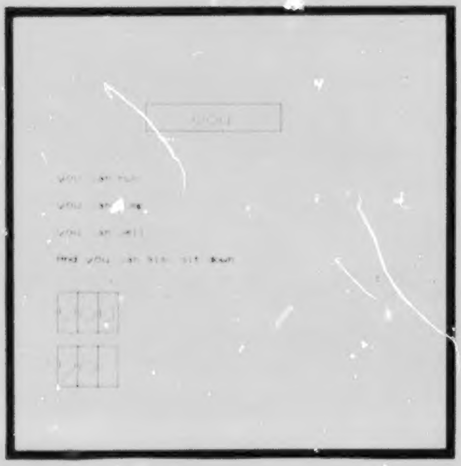
Goal: Given a specified word, the child will read the word without having to decode it phonetically. The following words will be used:

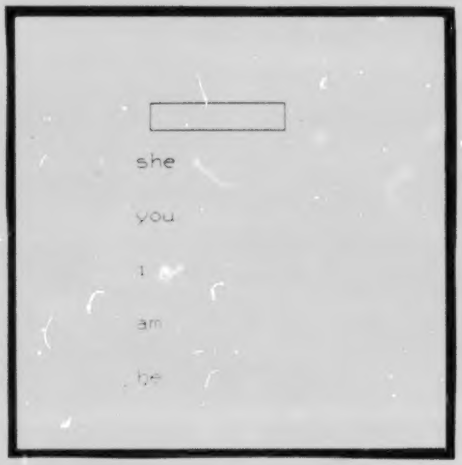
1. you
2. are
3. I
4. am
5. she
6. he
7. up
8. down

Available activities:

1. Exercise -- Word Practice
2. Practice -- Pop up - Up/Down

Objective: High frequency sight words, list2





Name of lesson: Word Practice.

Type of lesson: Exercise

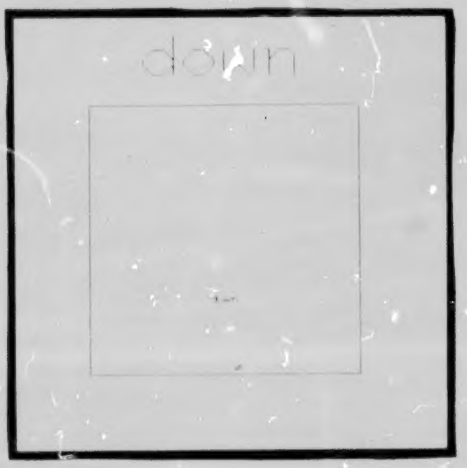
Task: PLATO displays the target word in a box at the top of the screen. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words.

Type of feedback:

Correct response -- In typing, the letters appear appropriately. In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear. In word identification, the correct word is boxed.

Objective: High frequency sight words, list2



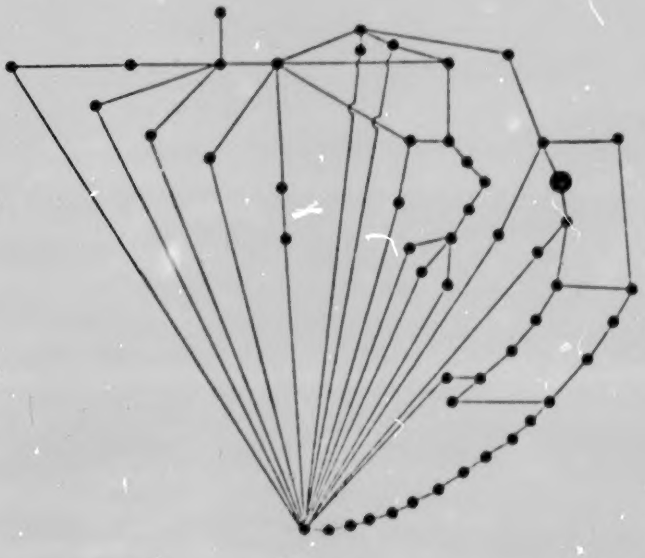
Name of lesson: Popup -- Up/Down

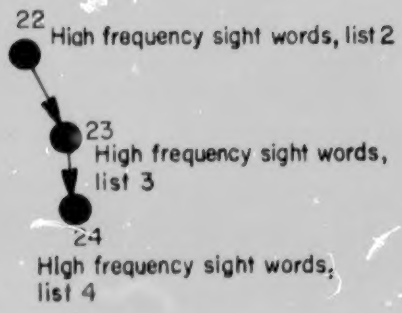
Type of lesson: Practice

Task: Child watches a display of the words "up" and "down" moving up and down respectively. Then he is asked to type each word, following a model displayed on the screen.

Type of feedback:
Correct response -- typed letters appear appropriately
Incorrect response -- typed letters do not appear

Objective: High frequency sight words, list 3




22
High frequency sight words, list 2
23
High frequency sight words, list 3
24
High frequency sight words, list 4

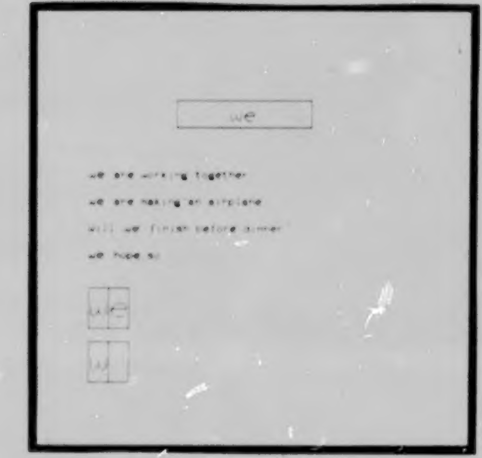
Goal: Given a specified word, the child will read the word without having to decode it phonetically. The following words will be used:

1. we
2. and
3. run
4. it
5. do
6. runs
7. an
8. fast
9. slow

Available activities:

1. Exercise -- Word Practice
2. Practice -- Pop up - Fast/Slow

Objective: High frequency sight words, list3



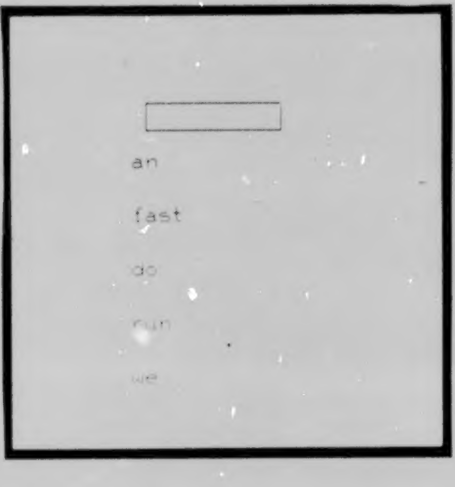
we

we are working together

we are making an airplane

will we finish before dinner?

we hope so



an

fast

do

run

we

Name of lesson: Word Practice

Type of lesson: Exercise

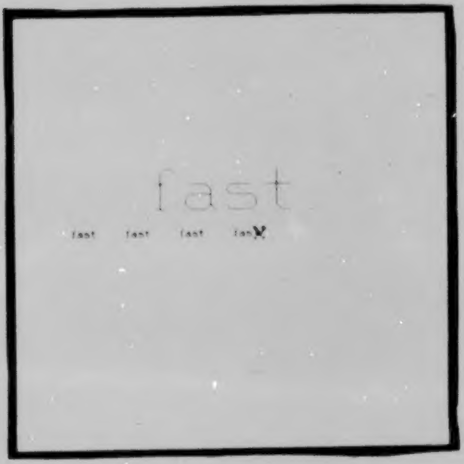
Task: PLATO displays the target word in a box at the top of the screen. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words.

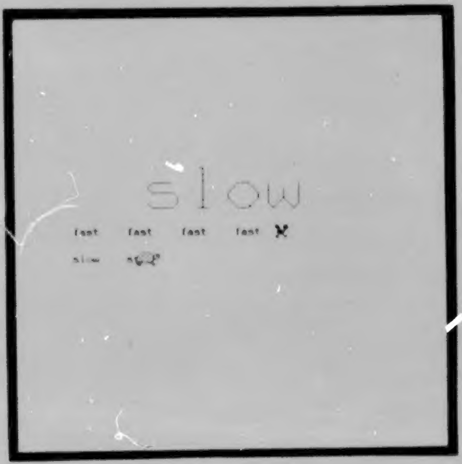
Type of feedback:

Correct response -- In typing, the letters appear appropriately. In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear. In word identification, the correct word is boxed.

Objective: High frequency sight words, list3


fast
fast fast fast fast


slow
fast fast fast fast
slow

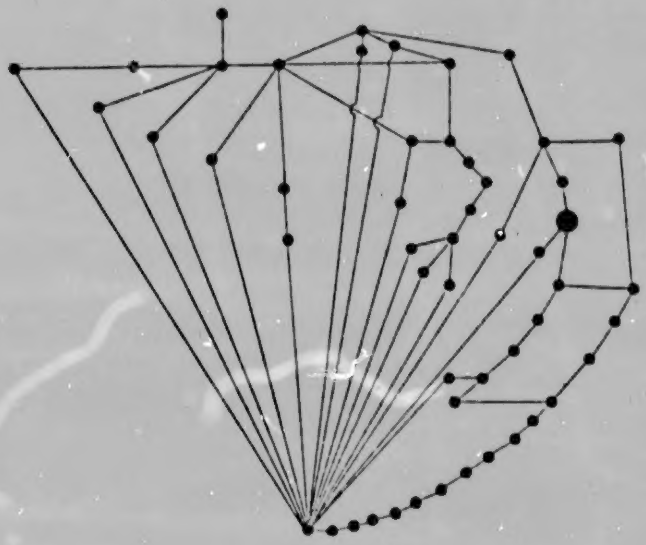
Name of lesson: Popup -- Fast/Slow

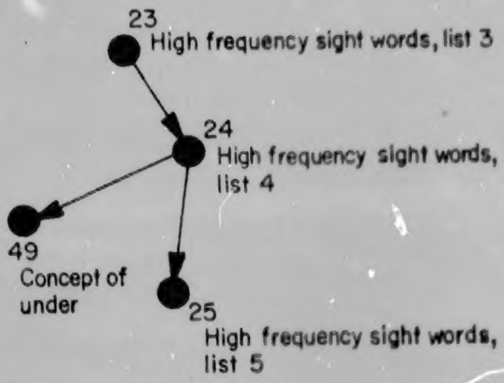
Type of lesson: Practice

Task: Child watches a display of a turtle going slow and a roadrunner going fast. As each animal moves, it leaves a trail of the word "slow" or "fast" as appropriate. Then the child is asked to type each word, following a model displayed on the screen.

Type of feedback:
Correct response -- typed letters appear appropriately
Incorrect response -- typed letters do not appear

Objective: High frequency sight words, list 4




23
High frequency sight words, list 3
24
High frequency sight words, list 4
49
Concept of under
25
High frequency sight words, list 5

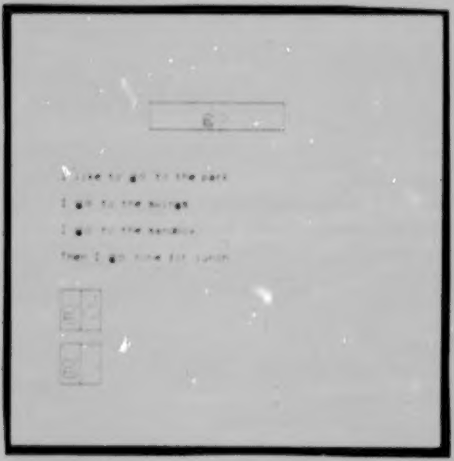
Goal: Given a specified word, the child will read the word without having to decode it phonetically. The following words will be used:

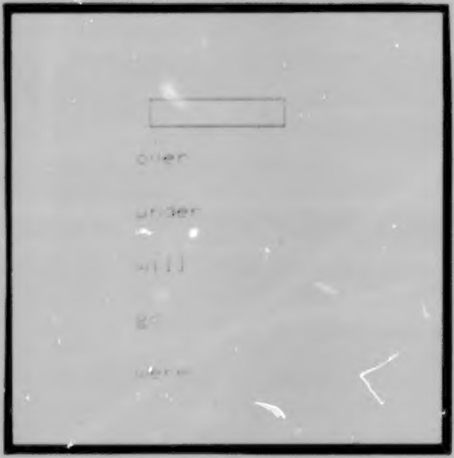
1. go
2. did
3. went
4. will
5. be
6. were
7. under
8. over

Available activities:

1. Exercise -- Word Practice
2. Practice -- Pop up - Under/Over

Objective: High frequency sight words, list4





Name of lesson: Word Practice

Type of lesson: Exercise

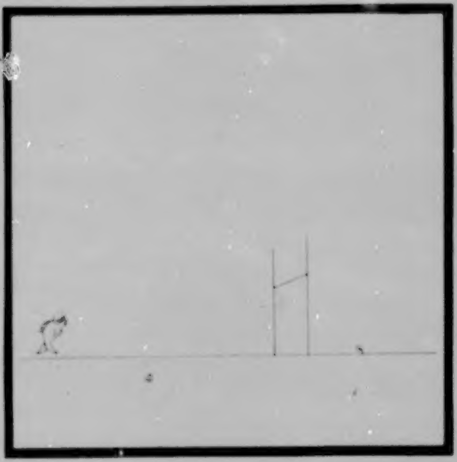
Task: PLATO displays the target word in a box at the top of the screen. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words.

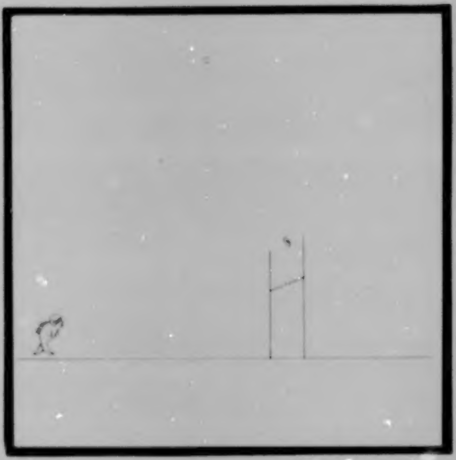
Type of feedback:

Correct response -- In typing, the letters appear appropriately. In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear. In word identification, the correct word is boxed.

Objective: High frequency sight words, list4





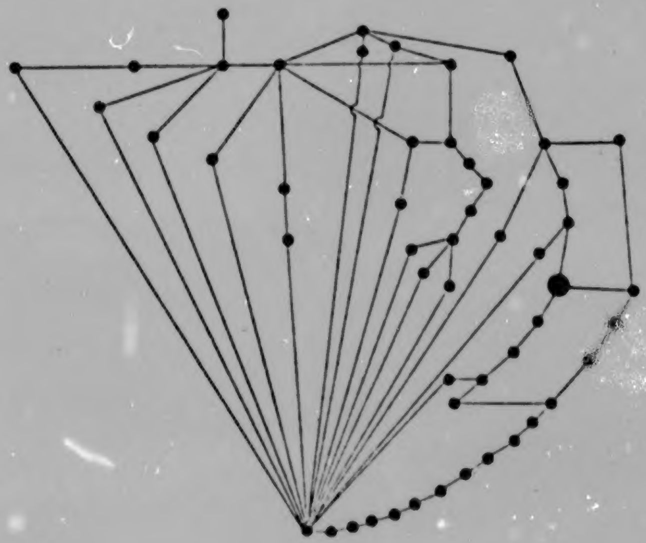
Name of lesson: Popup -- Under/Over

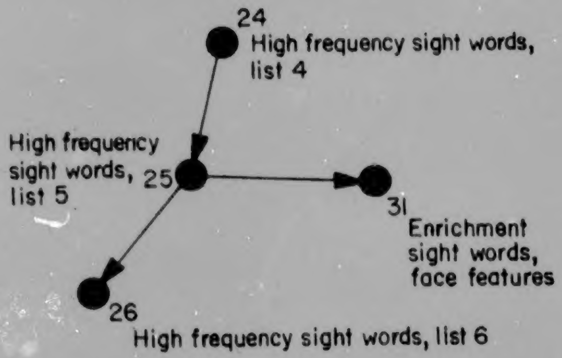
Type of lesson: Practice

Task: Child watches a display of a fish in a football helmet kicking a football under and over a goalpost. The child is asked to type the words, following models which appear on the screen.

Type of feedback:
Correct response -- typed letters appear appropriately
Incorrect response -- typed letters do not appear

Objective: High frequency sight words, list 5




24
High frequency sight words, list 4
High frequency sight words, list 5
25
31
Enrichment sight words, face features
26
High frequency sight words, list 6

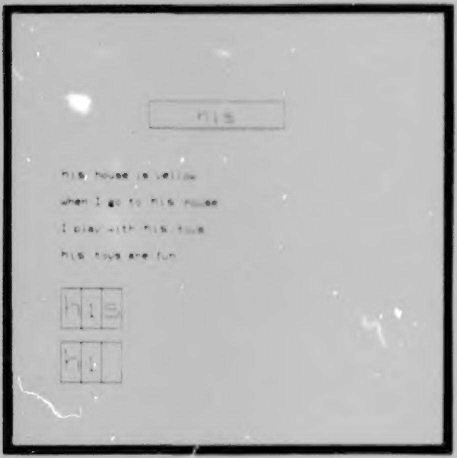
Goal: Given a specified word, the child will read the word without having to decode it phonetically. The following words will be used:

1. his
2. her
3. said
4. can
5. could
6. hers
7. in
8. out

Available activities:

1. Exercise -- Word Practice
2. Practice -- Pop up - In/Out

Objective: High frequency sight words, list5



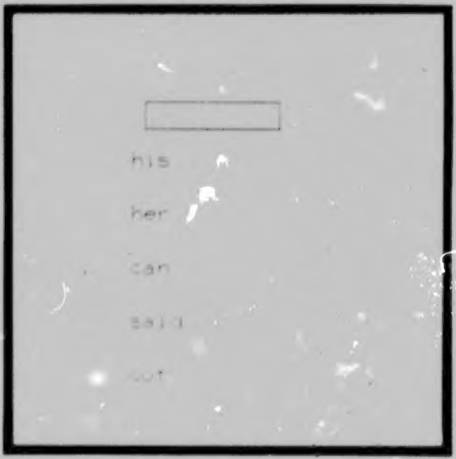
his

his house is yellow

when I go to his house

I play with his toys

his toys are fun



his

her

can

said

out

Name of lesson: Word Practice

Type of lesson: Exercise

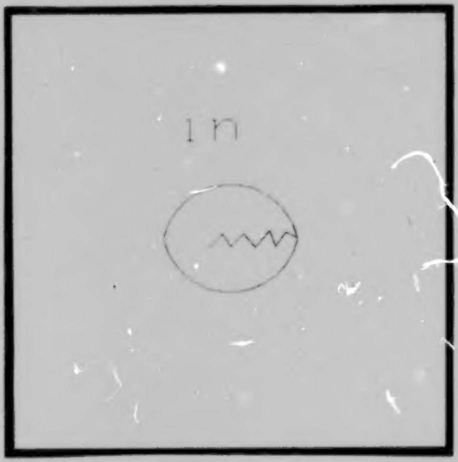
Task: PLATO displays the target word in a box at the top of the screen. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words.

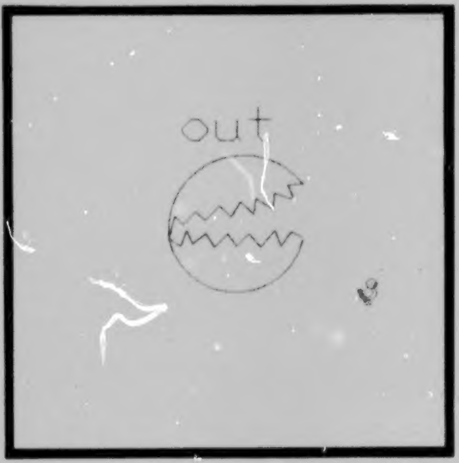
Type of feedback:

Correct response -- In typing, the letters appear appropriately. In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear. In word identification, the correct word is boxed.

Objective: High frequency sight words, list5





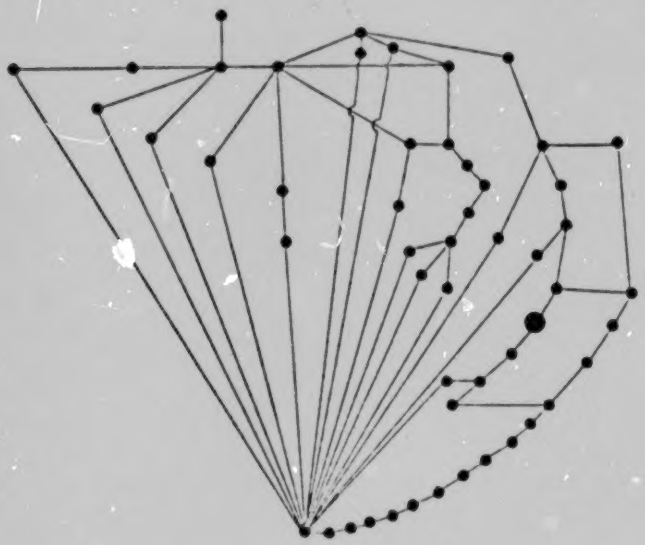
Name of Lesson: Popup -- In/Out

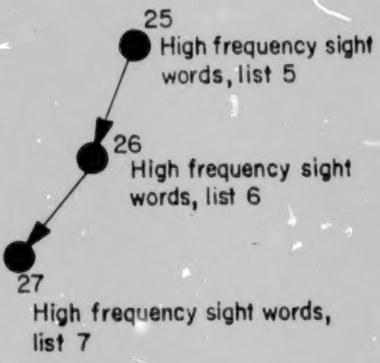
Type of lesson: Practice

Task: The child watches a display of a bird in an egg and a bird popping out of an egg. The child is asked to type "in" and "out," following appropriate models.

Type of feedback:
Correct response -- typed letters appear appropriately
Incorrect response -- typed letters do not appear

Objective: High frequency sight words, list 6




25
High frequency sight words, list 5
26
High frequency sight words, list 6
27
High frequency sight words, list 7

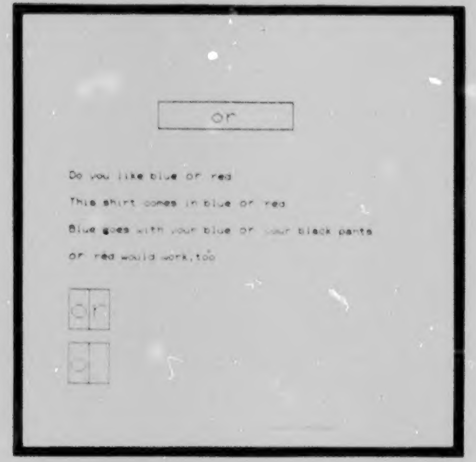
Goal: Given a specified word, the child will read the word without having to decode it phonetically. The following words will be used.

1. or
2. one
3. my
4. your
5. to
6. of
7. they
8. them
9. on
10. off

Available activities:

1. Exercise -- Word Practice
2. Practice -- Pop up - On/Off

Objective: High frequency sight words, list6

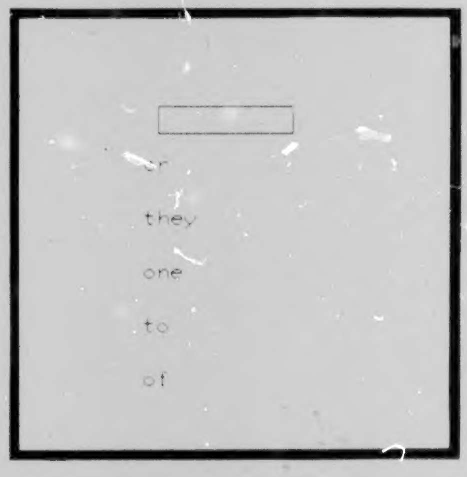


Do you like blue or red

This shirt comes in blue or red

Blue goes with your blue or your black pants

or red would work,too



Name of lesson: Word Practice

Type of lesson: Exercise

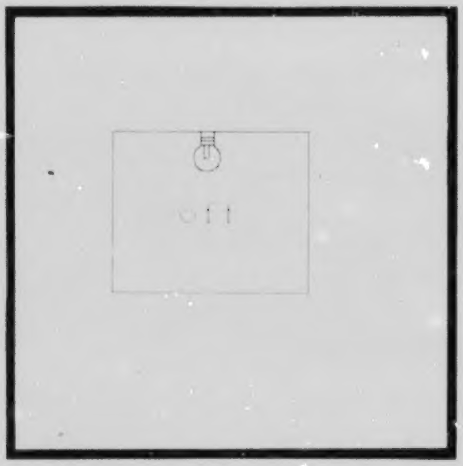
Task: PLATO displays the target word in a box at the top of the screen. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words.

Type of feedback:

Correct response -- In typing, the letters appear appropriately. In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear. In word identification, the correct word is boxed.

Objective: High frequency sight words, list6



Name of lesson: Popup -- On/Off

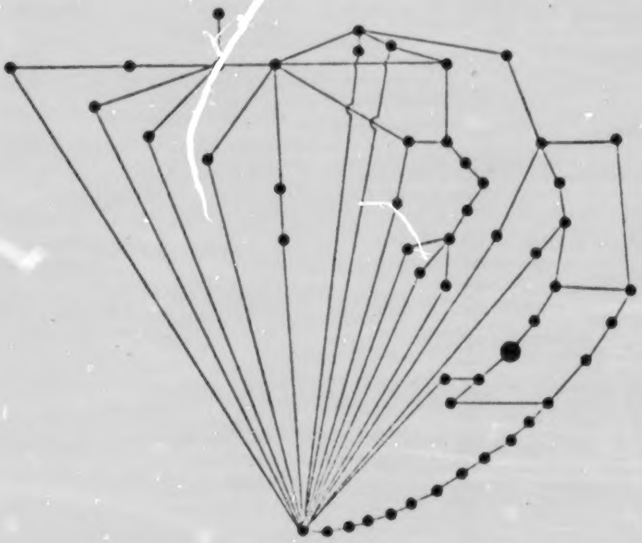
Type of lesson: Practice

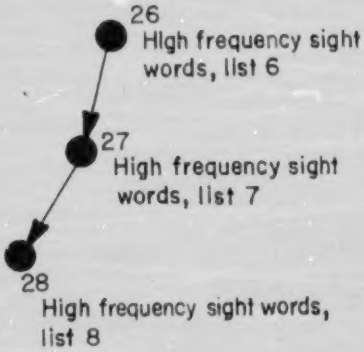
Task: Child sees a lightbulb which is off and then a lightbulb which is on. The child is asked to type "off" and "on," following appropriate models.

Type of feedback:

Correct response -- typed letters appear appropriately
Incorrect response -- typed letters do not appear

Objective: High frequency sight words, list 7




26
High frequency sight words, list 6
27
High frequency sight words, list 7
28
High frequency sight words, list 8

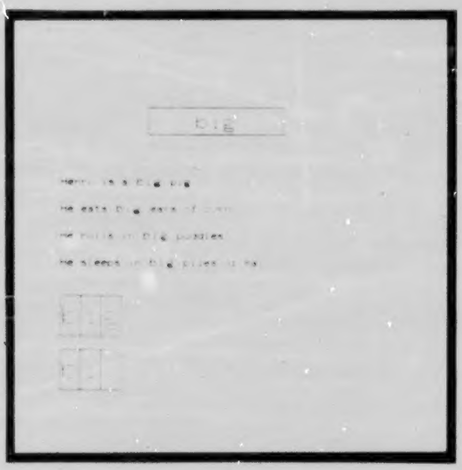
Goal: Given a specified word, the child will read the word without having to decode it phonetically. The following words will be used:

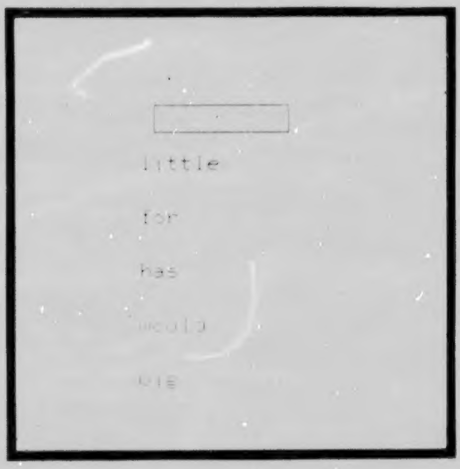
1. big
2. little
3. not
4. for
5. have
6. has
7. like
8. would
9. empty
10. full

Available activities:

1. Exercise -- Word Practice
2. Practice -- Pop up - Empty/Full

Objective: High frequency sight words, list7





Name of lesson: Word Practice

Type of lesson: Exercise

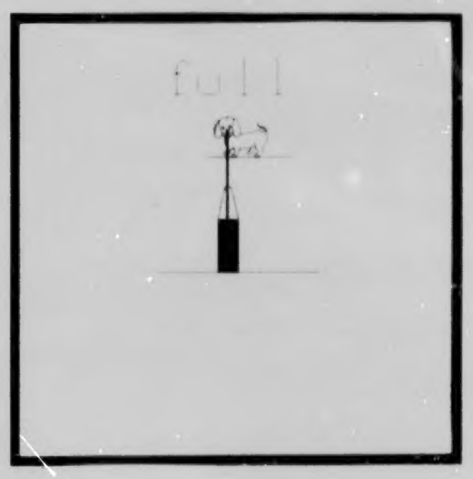
Task: PLATO displays the target word in a box at the top of the screen. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words.

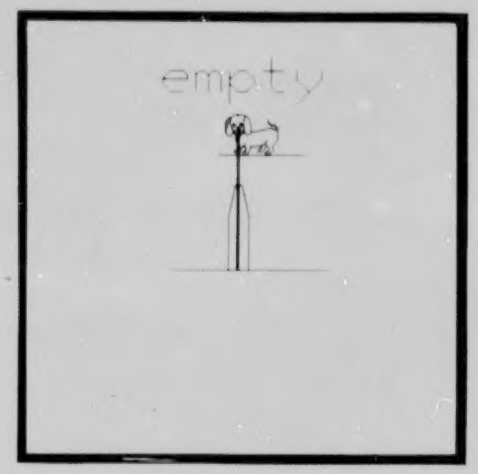
Type of feedback:

Correct response -- In typing, the letters appear appropriately. In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear. In word identification, the correct word is boxed.

Objective: High frequency sight words, list7





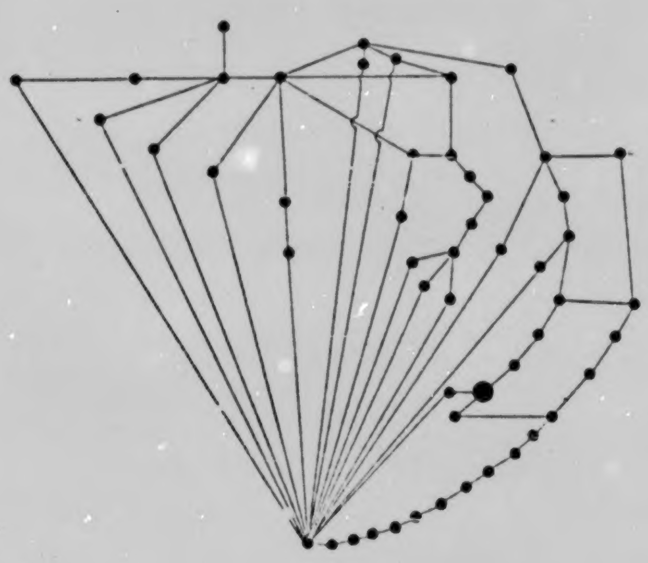
Name of lesson: Popup -- Empty/Full

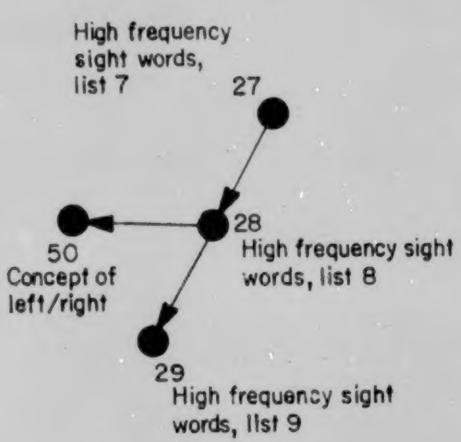
Type of lesson: Practice

Task: The child sees a dog with a straw leading to a full soda bottle; the child is asked to type the word "full" following a model. Then the dog drinks the soda, leaving the bottle empty; the child types "empty."

Type of feedback:
Correct response -- typed letters appear appropriately
Incorrect response -- typed letters do not appear

Objective: High frequency sight words, list 8




High frequency sight words, list 7
27
28
High frequency sight words, list 8
50
Concept of left/right
29
High frequency sight words, list 9

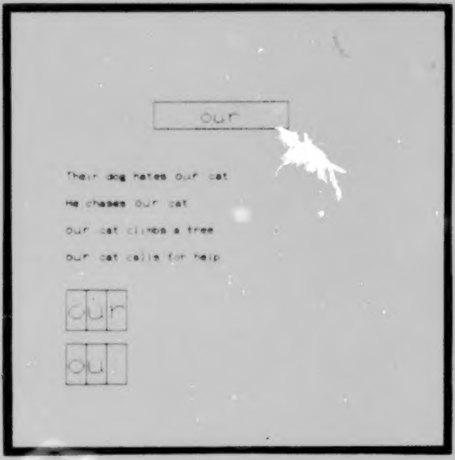
Goal: Given a specified word, the child will read the word without having to decode it phonetically. The following words will be used.

1. our
2. but
3. get
4. by
5. with
6. from
7. right
8. left
9. open
10. closed

Available activities:

1. Exercise -- Word Practice
2. Practice -- Pop up - Open/Closed

Objective: High frequency sight words, list8



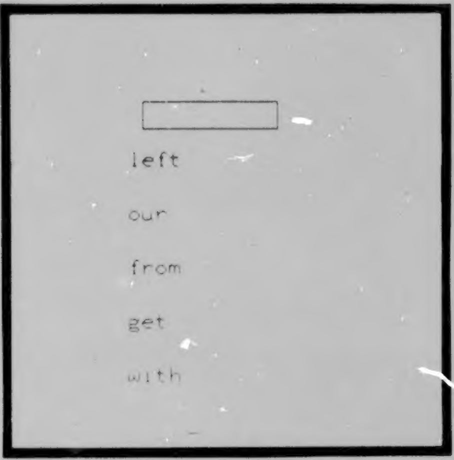
our

Their dog hates our cat

He chases our cat

our cat climbs a tree

our cat calls for help



left

our

from

get

with

Name of lesson: Word Practice

Type of lesson: Exercise

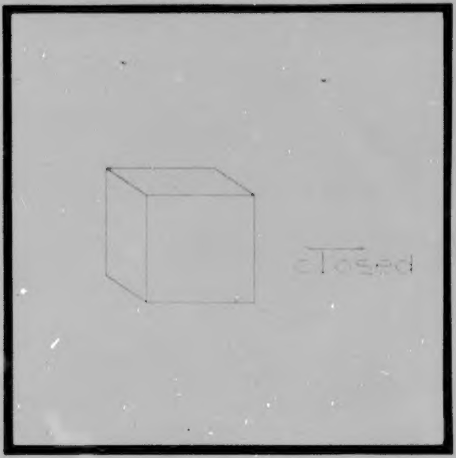
Task: PLATO displays the target word in a box at the top of the screen. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words.

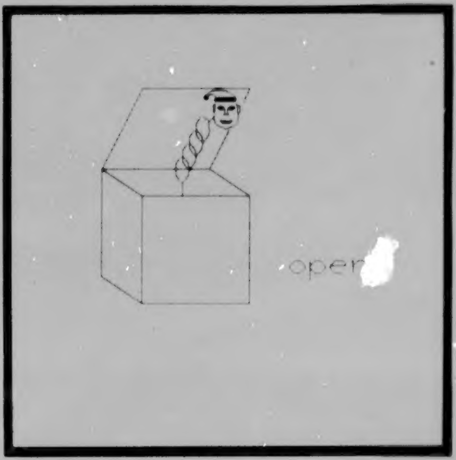
Type of feedback:

Correct response -- In typing, the letters appear appropriately. In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear. In word identification, the correct word is boxed.

Objective: High frequency sight words, list8





Name of lesson: Popup -- Open/Closed

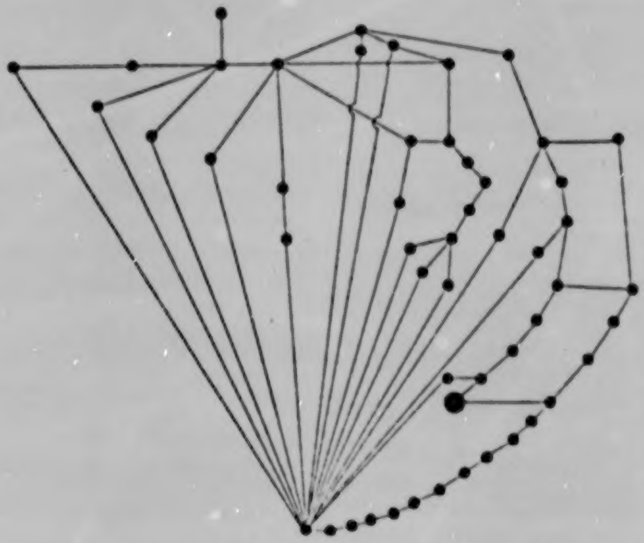
Type of lesson: Practice

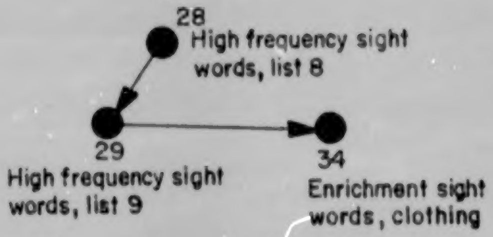
Task: The child watches a display of a closed box opening and releasing a jack-in-the-box. The child is asked to type the words "open" and "closed."

Type of feedback:

Correct response -- typed letters appear appropriately
Incorrect response -- typed letters do not appear

Objective: High frequency sight words, list 9




28
High frequency sight words, list 8
29
High frequency sight words, list 9
34
Enrichment sight words, clothing

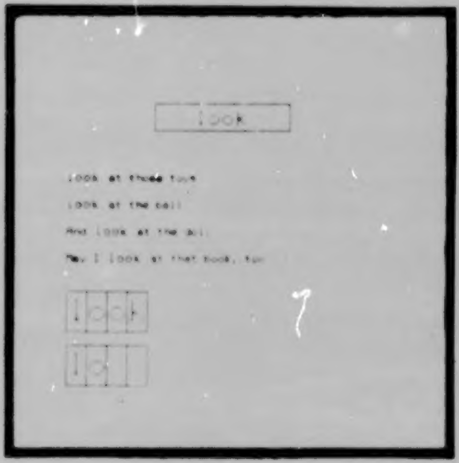
Goal: Given a specified word, the child will read the word without having to decode it phonetically. The following words will be used:

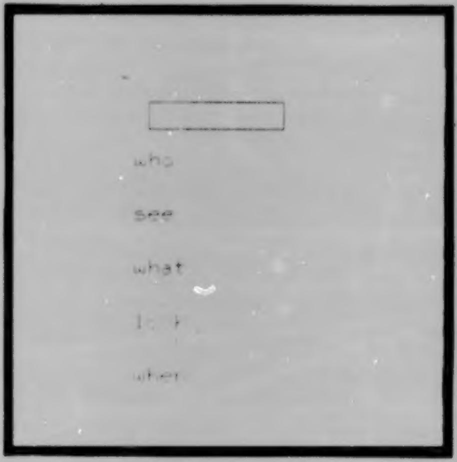
1. look
2. see
3. who
4. what
5. when
6. where
7. why
8. which
9. few
10. many

Available activities:

1. Exercise -- Word Practice
2. Practice -- Pop up - Few/Many

Objective: High frequency sight words, list9





Name of lesson: Word Practice

Type of lesson: Exercise

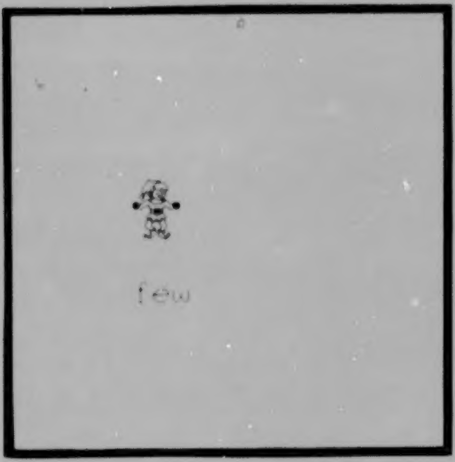
Task: PLATO displays the target word in a box at the top of the screen. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words.

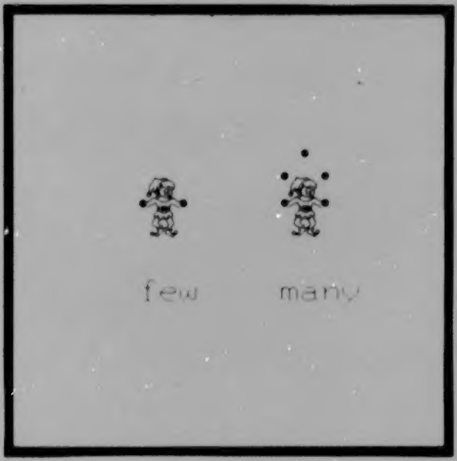
Type of feedback:

Correct response -- In typing, the letters appear appropriately. In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear. In word identification, the correct word is boxed.

Objective: High frequency sight words, list9





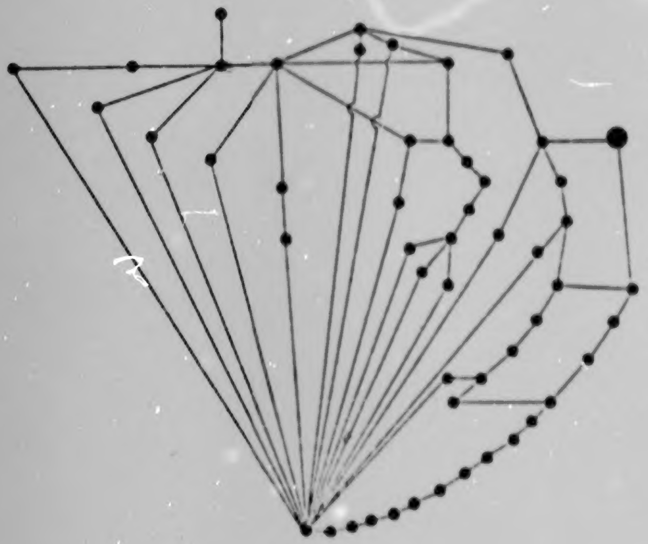
Name of lesson: Popup -- Few/Many

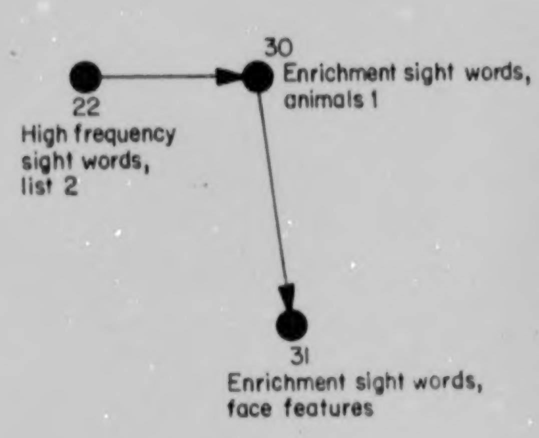
Type of lesson: Practice

Task: The child watches an elf juggle a few balls; he is asked to type the word "few," following a model. Then he sees a record elf juggle many balls and is asked to type "many."

Type of feedback:
Correct response -- typed letters appear appropriately
Incorrect response -- typed letters do not appear

Objective: Enrichment sight words, Animals1




22
High frequency sight words, list 2
30
Enrichment sight words, animals 1
31
Enrichment sight words, face features

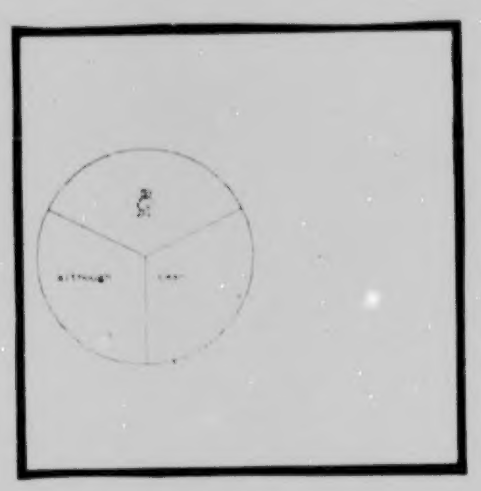
Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

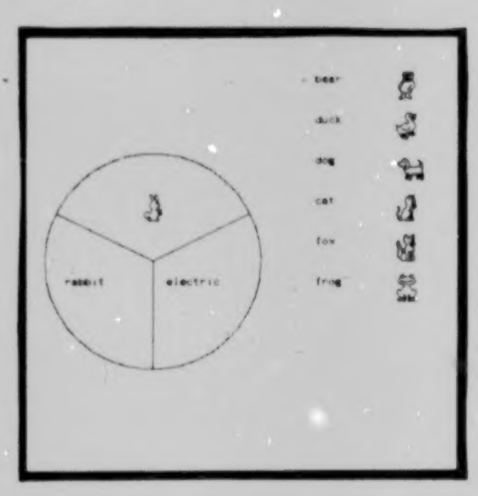
1. cat
2. dog
3. rabbit
4. fox
5. goat
6. bear
7. horse
8. frog
9. duck
10. mouse

Available activities:

1. Pre-test -- Word List
2. Exercise -- Word Practice
3. Practice -- Concentration (Picture/Word)
4. Exercise -- Guess the Picture
5. Practice -- Tic Tac Toe
6. Exercise -- Word List
7. Post-test -- Find the Picture

Objective: Enrichment sight words, animals!




rabbit
electric
bear
duck
dog
cat
fox
frog

Name of lesson: Word List

Type of lesson: Pretest

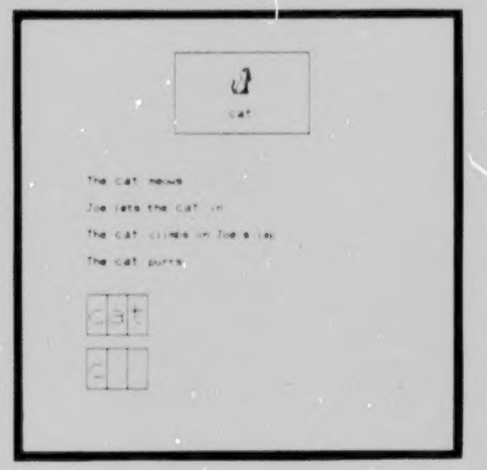
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, animals1



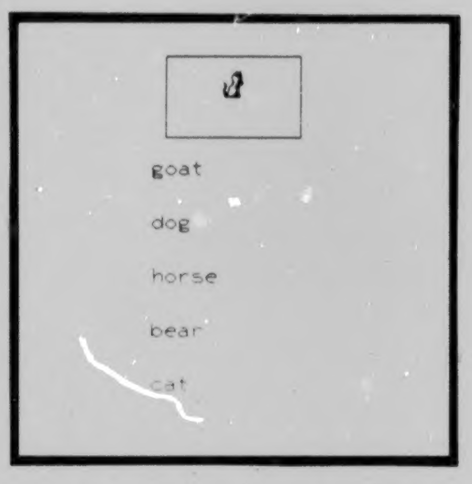
cat

The cat meows

Joe lets the cat in

The cat climbs on Joe's lap

The cat purrs



goat

dog

horse

bear

cat

Name of lesson: Word Practice

Type of lesson: Exercise

Task: PLATO displays the target word in a box at the top of the screen. A picture of the item named in the target word appears above the box. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words. In this exercise the picture of the word appears at the top of the screen.

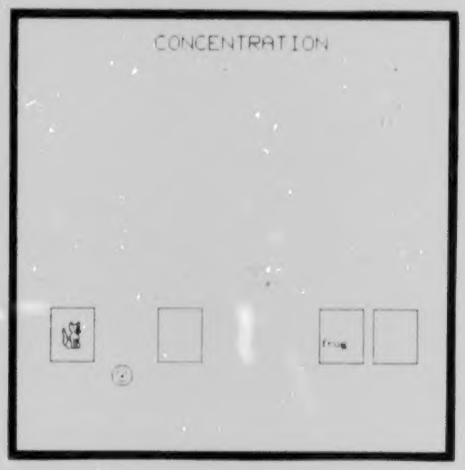
Type of feedback:

Correct response -- In typing, the letters appear appropriately.
In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear.
In word indentification, the correct word is boxed.

Objective: Enrichment sight words, animals1

CONCENTRATION



Name of lesson: Concentration (picture/word)

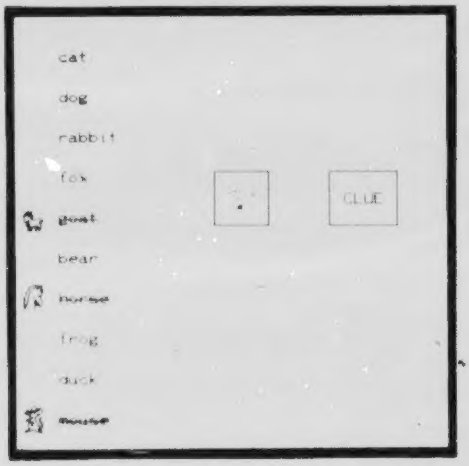
Type of lesson: Practice

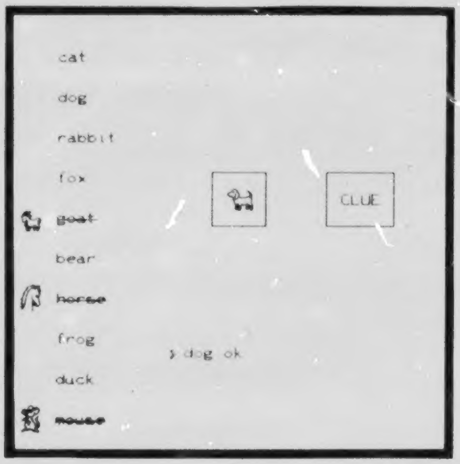
Task: PLATO displays a set of boxes on the left of the screen and a symmetrical set on the right side. Pictures are hidden under the boxes on the left and corresponding words are hidden under the boxes on the right. The child can see what is hidden by touching the box; he must match a picture with a word.

Type of feedback:

Correct answer -- matching boxes erase
Incorrect answer -- non-matching boxes do not erase

Objective: Enrichment sight words, animalsl


cat
dog
rabbit
fox
~~goat~~
bear
~~horse~~
frog
duck
~~mouse~~
CLUE


cat
dog
rabbit
fox
~~goat~~
bear
~~horse~~
frog
duck
~~mouse~~
CLUE
> dog ok

Name of lesson: Guess the Picture

Type of lesson: Exercise

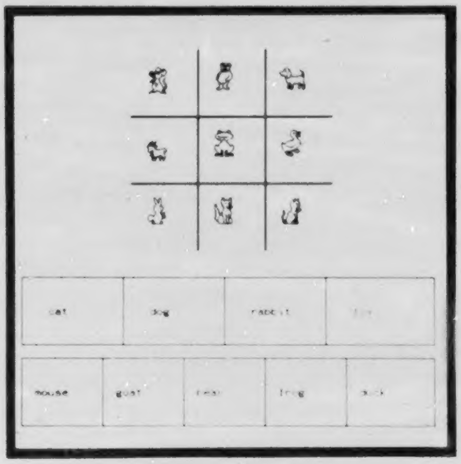
Task: PLATO displays ten words at the left side of the screen. The child is shown a partially filled-in picture and is asked to guess what the picture represents. He answers by typing the word. If he wants to see more of the picture, he touches the "clue" box. If he asks for enough clues to fill in the entire picture, he may still type in the answer. If he still does not know the name of the picture, he may request and receive that information.

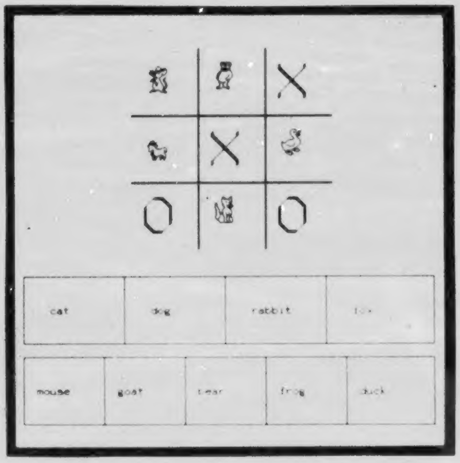
Type of feedback:

Appropriate response -- The child receives the requested information. If the child is typing, the appropriate letters appear.

Inappropriate response -- PLATO tells the correct answer.

Objective: Enrichment sight words, animalsl





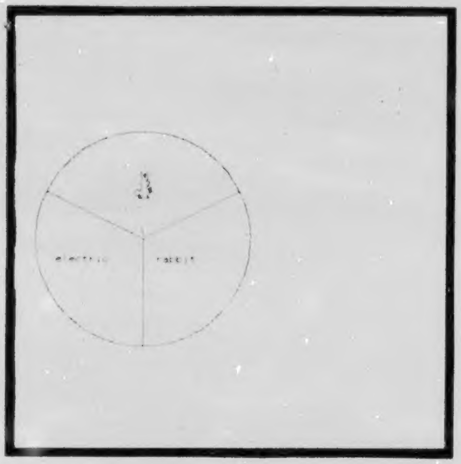
Name of lesson: Tic-Tac-Toe

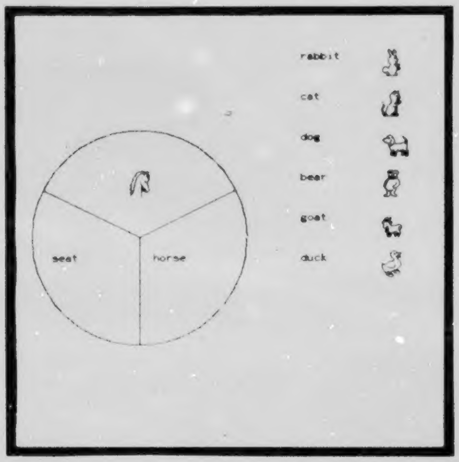
Type of lesson: Practice

Task: A standard tic-tac-toe board is displayed, with a picture in each square. Below, the written word for each picture appears in a series of boxes. To put an "x" in a square, the child must touch the word which corresponds to the picture in the desired square. The child's "opponent" is PLATO, who plays with the "o." PLATO will place his "o" on squares containing words which our programs have determined that the child knows best. Thus PLATO does not have a "win" strategy, but the child will be forced to deal with words he needs most practice with.

Type of feedback:
Appropriate response -- child's "x" appears in the desired square
Inappropriate response -- PLATO warns child that the square he has chosen is already taken

Objective: Enrichment sight words, animals1


electric
rabbit


seat
horse
rabbit
cat
dog
bear
goat
duck

Name of lesson: Word List

Type of lesson: Exercise

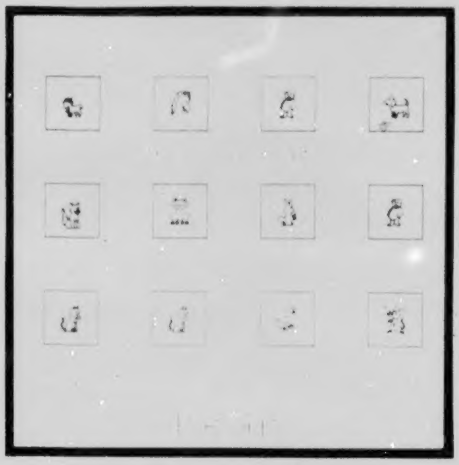
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

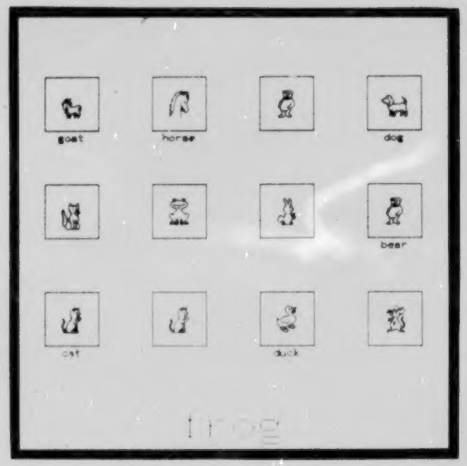
Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, animals1





Name of lesson: Find the Picture

Type of lesson: Post-test

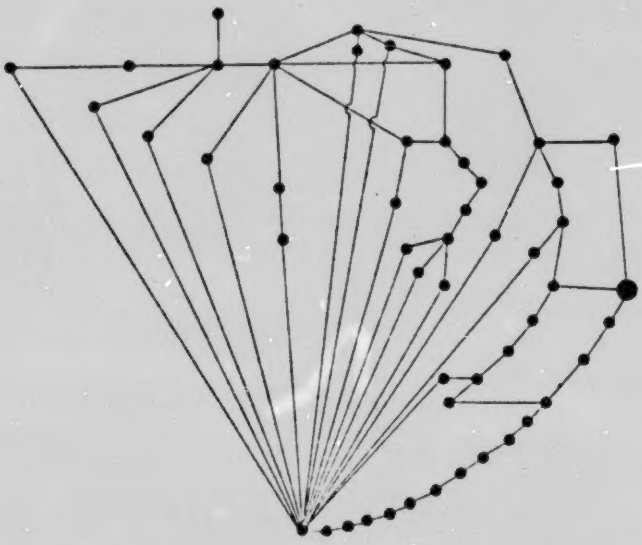
Task: PLATO displays three rows of four boxes. Each box contains a picture. At the bottom of the screen one word appears. The child is to touch the picture named in the word.

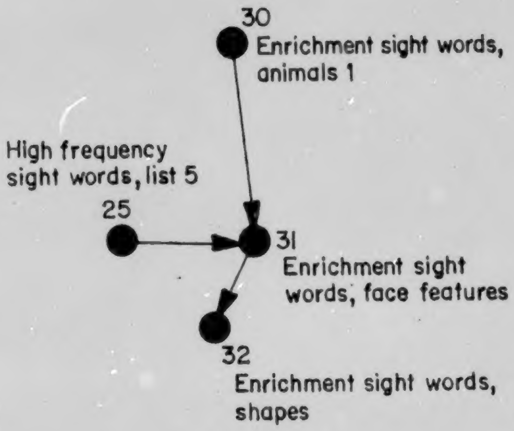
Type of feedback:

Appropriate response -- the name appears under the appropriate picture

Inappropriate response -- the word disappears, and PLATO goes on to the next word.

Objective: Enrichment sight words, face features




30
Enrichment sight words, animals 1
High frequency sight words, list 5
25
31
Enrichment sight words, face features
32
Enrichment sight words, shapes

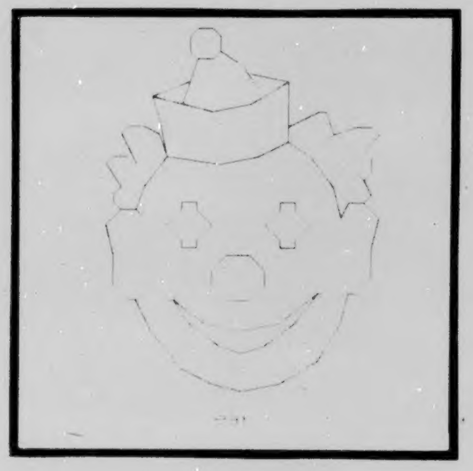
Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

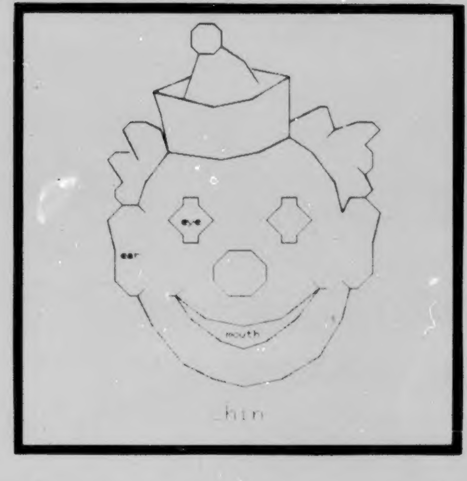
1. eyes
2. ears
3. nose
4. mouth
5. hair
6. chin

Available activities:

1. Pre-test - Parts of the Face
2. Practice - Funny Faces
3. Post test - Face Names

Objective: Enrichment sight words, face features





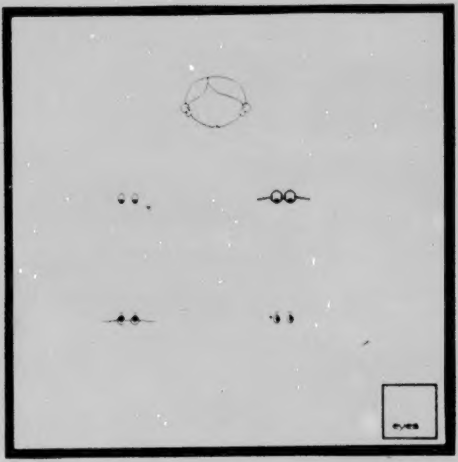
Name of lesson: Parts of the Face

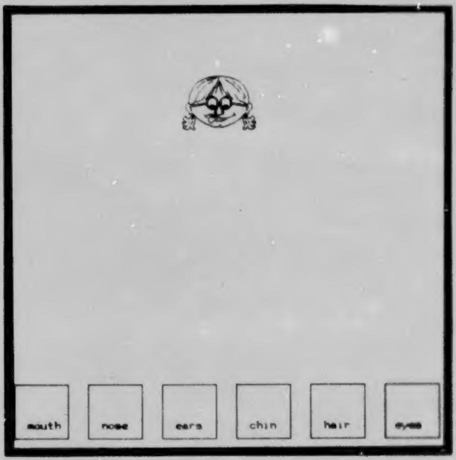
Type of lesson: Pretest

Task: A face appears on the screen, together with one word at the bottom of the screen. The child is to touch the part of the face the word belongs on.

Type of feedback:
Correct response -- The word at the bottom goes to the appropriate part of the face
Incorrect response -- PLATO cycles on to the next word, but does return to that word later on in the exercise

Objective: Enrichment sightwords, face features





Name of lesson: Funny Faces

Type of lesson: Practice

Task: PLATO displays boxes containing the names of parts of the face. The child is to touch a box containing the name of a part of the face. When he does so, different versions of that part of the face appear. The child then touches the version of the feature he wishes to appear on the face.

Type of feedback:
Appropriate response -- a. touch on box -- corresponding feature appears in four versions
b. touch on one of four versions of feature -- feature chosen is displayed on face
Inappropriate response -- Audio correction

Items:

mouth

nose

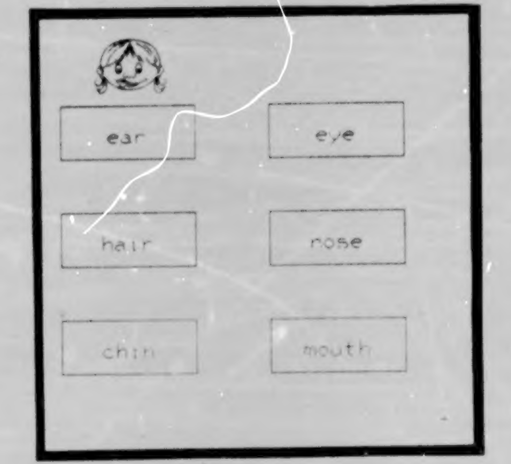
ears

chin

hair

eyes

Objective: Enrichment sight words, face features



Name of lesson: Face Names

Type of lesson: Post-test

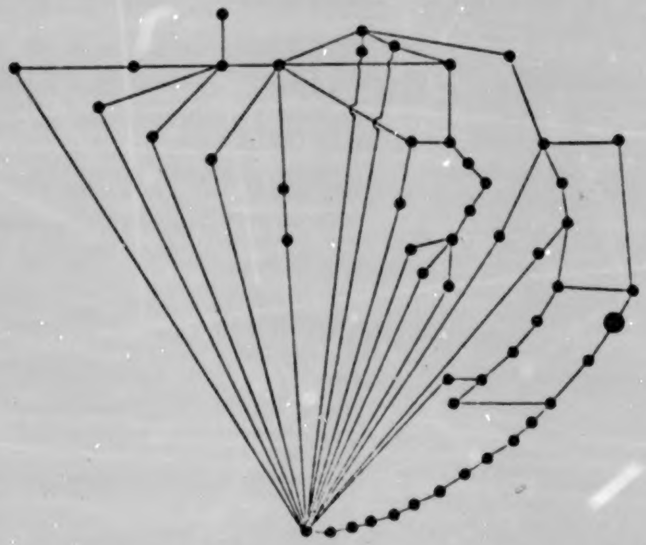
Task: PLATO displays boxes at the bottom of the screen. Each box contains the name of a face feature. When PLATO names a given feature, the child is to touch the appropriate box.

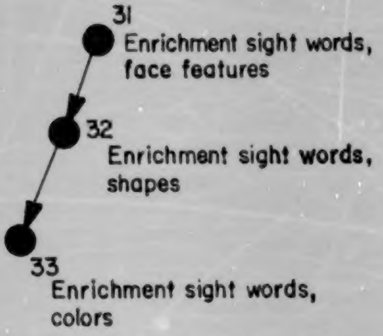
Type of feedback:

Correct response -- the feature correctly identified appears on the screen

Incorrect response: PLATO cycles on to the next word

Objective: Enrichment sight words, shapes




31
Enrichment sight words, face features
32
Enrichment sight words, shapes
33
Enrichment sight words, colors

Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

1. square
2. triangle
3. circle
4. rectangle

Available activities:

1. Pre-test -- Find the Shape
2. Pre-test -- Shape Names
3. Exercise -- Shape Tic Tac Toe
4. Post-test -- Shape Word

Objective: Enrichment sight words, shapes

Sorry, no picture available.
This lesson uses slides.

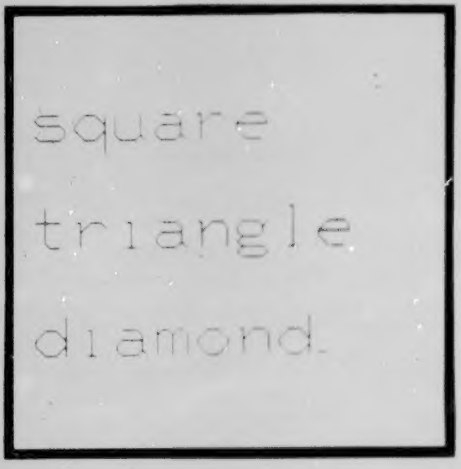
Name of lesson: Find the Shape (concept pre-test)

Type of lesson: Pre-test

Task: PLATO presents a slide with nine objects arranged as a 3 X 3 board. The objects are shapes of different colors. PLATO tells the child to touch a given shape.

Type of feedback:
Correct response -- The object is "haloed."
Incorrect response -- The next item is presented.

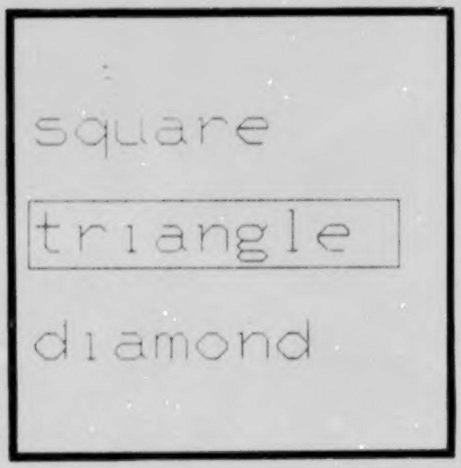
Objective: Enrichment sight words, shapes



square

triangle

diamond



square

triangle

diamond

Name of lesson: Shape Names

Type of lesson: Pre-test

Task: PLATO displays three or four words for shapes at the bottom of the screen. The child is to touch the word requested by the audio.

Type of feedback:
Correct response -- the correctly identified word is marked
Incorrect response -- PLATO cycles on to the next word

Objective: Enrichment sight words, shapes

Sorry, no pictures available.
This lesson uses slides.

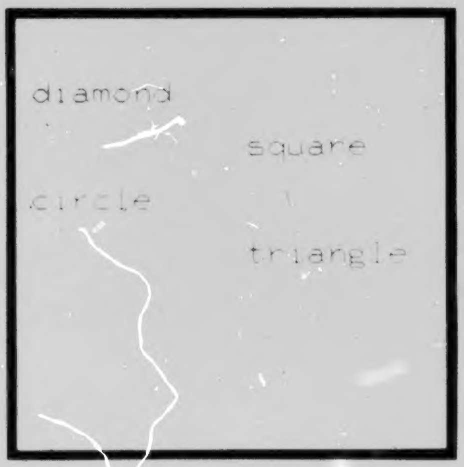
Name of lesson: Shape Tic Tac Toe

Type of lesson: Practice

Task: PLATO presents a slide with nine objects arranged in a 3 X 3 board. "Shape" words are written on the bottom of the screen and the student may choose any object of that shape. If he is right, an "X" is written over that shape. He wins when he gets three X's in a row.

Type of feedback:
Correct response -- He gets an "X."
Incorrect response -- He loses his turn.

Objective: Enrichment sight words, shapes

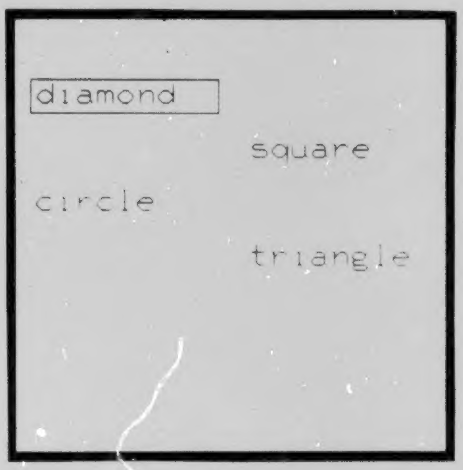


diamond

square

circle

triangle



diamond

square

circle

triangle

Name of lesson: Shape Words

Type of lesson: Post-test

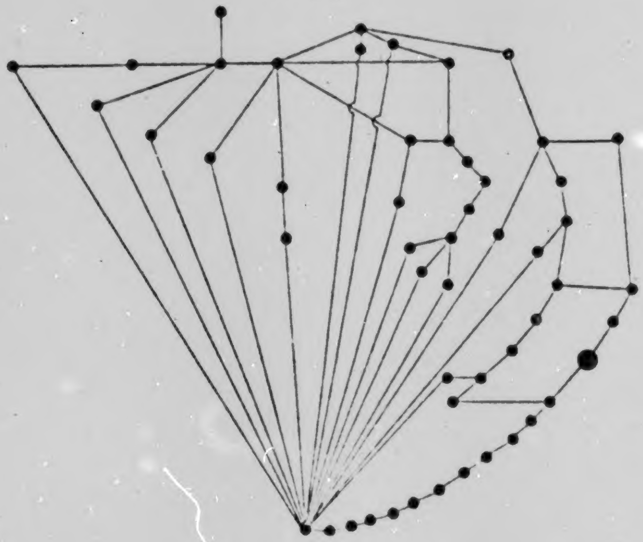
Task: Four "shape" words are written on the screen. The audio tells the child to touch a given shape.

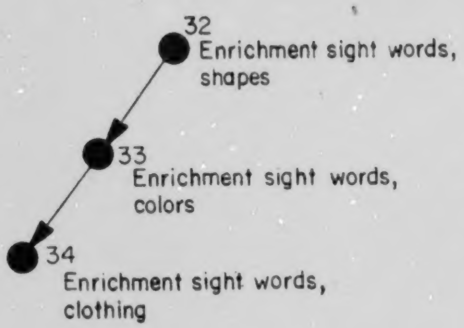
Type of feedback:

Correct response -- The word is boxed.

Incorrect response -- The audio goes on to the next item.

Objective: Enrichment sight words, colors




32
Enrichment sight words, shapes
33
Enrichment sight words, colors
34
Enrichment sight words, clothing

Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

1. red
2. yellow
3. blue
4. green
5. purple
6. orange
7. brown

Available activities:

1. Pre-test -- Find the Color
2. Pre-test -- Color Names
3. Exercise -- Color Tic Tac Toe
4. Post-test -- Color words

Objective: Enrichment sight words, colors

Sorry, no pictures available.
This lesson uses slides.

Name of lesson: Find the Color (concept pre-test)

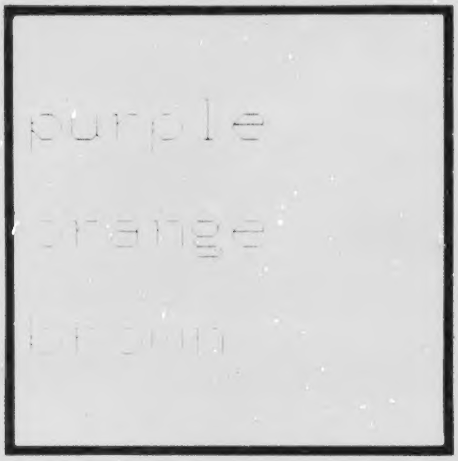
Type of lesson: Pre-test

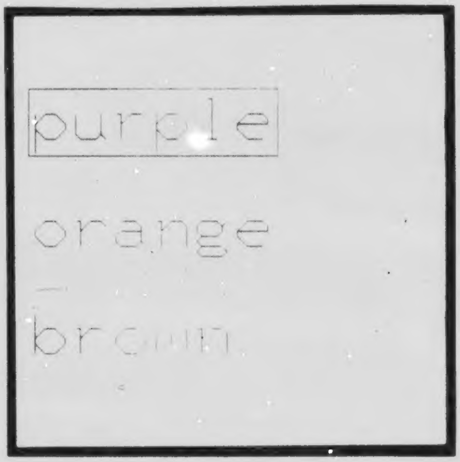
Task: PLATO presents a slide with nine objects arranged as a 3 X 3 board. The objects are shapes of differnet colors. PLATO tells the child to touch a given color.

Type of feedback:
Correct response -- The object is "haloed."
Incorrect response -- The next item is presented.

6

Objective: Enrichment sight words, colors


purple
orange
brown


purple
orange
brown

Name of lesson: **Color Names**

Type of lesson: Pre-test

Task: PLATO displays three or four words for shapes at the bottom of the screen. The child is to touch the word requested by the audio.

Type of feedback:
Correct response -- the correctly identified word is marked
Incorrect response -- PLATO cycles on to the next word

Objective: Enrichment sight words, colors

Sorry, no pictures available.
This lesson uses slides.

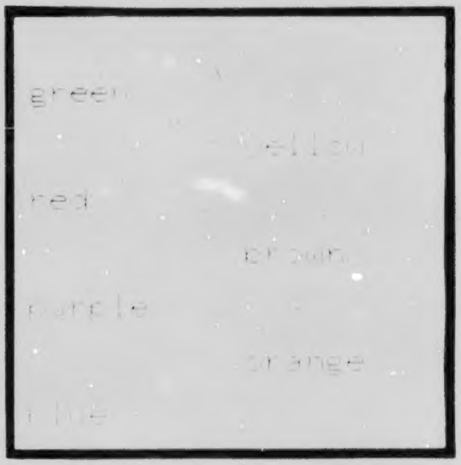
Name of lesson: Color Tic Tac Toe

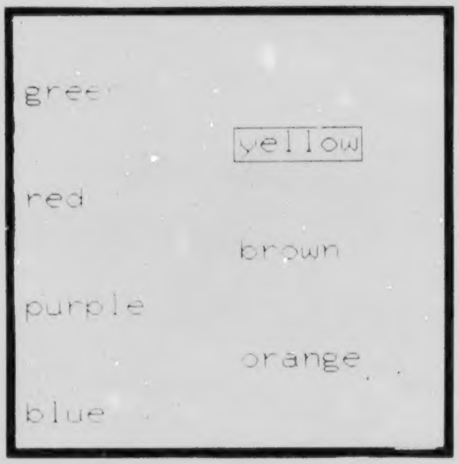
Type of lesson: Practice.

Task: PLATO presents a slide with nine objects arranged in a 3 X 3 board. "Color" words are written on the bottom of the screen and the student may touch any object of that color. If he is right, an "X" is written over that object. When he gets three X's in a row, he wins.

Type of feedback:
Correct response -- An "X" is written over the object touched.
Incorrect response -- The student loses his turn.

Objective: Enrichment sight words, colors


green
yellow
red
brown
purple
orange
blue


green
yellow
red
brown
purple
orange
blue

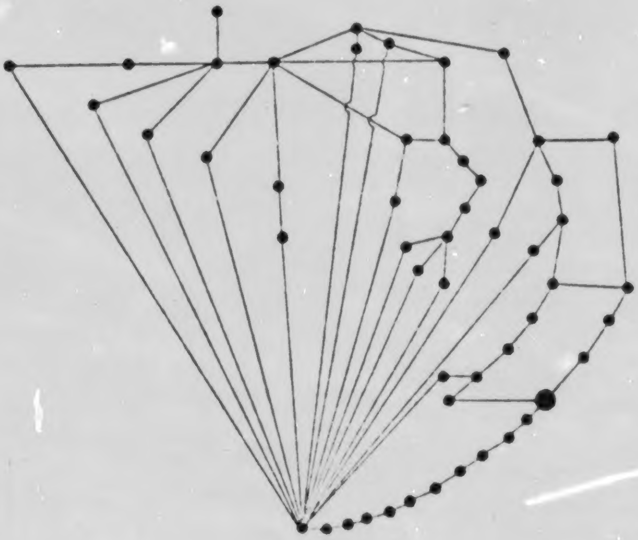
Name of lesson: Color Words

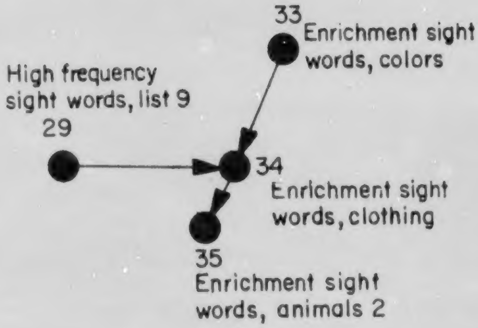
Type of lesson: Post-test

Task: Several "color" words are written on the screen. The audio tells the child to touch a given color.

Type of feedback:
Correct response -- The word is boxed.
Incorrect response -- The audio goes on to the next item.

Objective: Enrichment sight words, clothing




33
Enrichment sight words, colors
High frequency sight words, list 9
29
34
Enrichment sight words, clothing
35
Enrichment sight words, animals 2

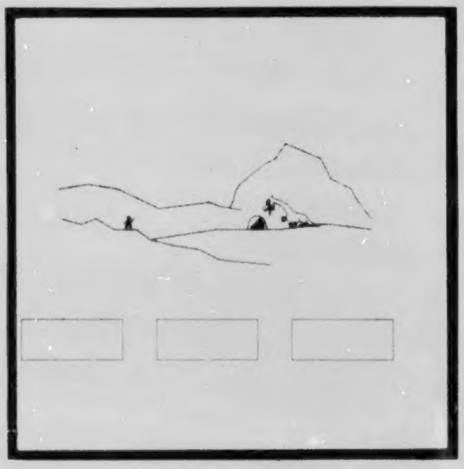
Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

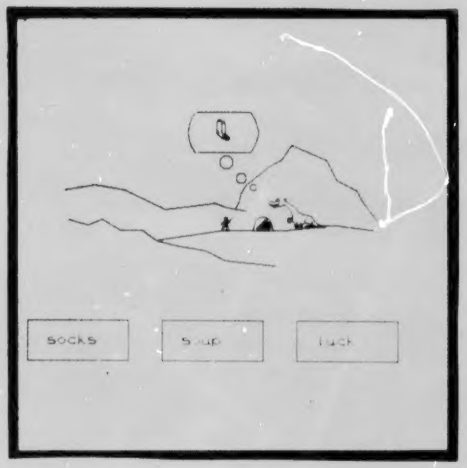
1. zipper
2. necklace
3. boots
4. hat
5. glove
6. mittens
7. socks
8. jacket
9. tie
10. button

Available activities:

1. Pre-test -- Dragon and the Knight
2. Exercise -- Word Practice
3. Practice -- Tic Tac Toe
4. Exercise -- Guess the Picture
5. Practice -- Concentration (Picture/Word)
6. Exercise -- Word List
7. Post-test -- Find the Picture

Objective: Enrichment sight words, clothing





Name of lesson: Dragon and the Knight

Type of lesson: Pretest

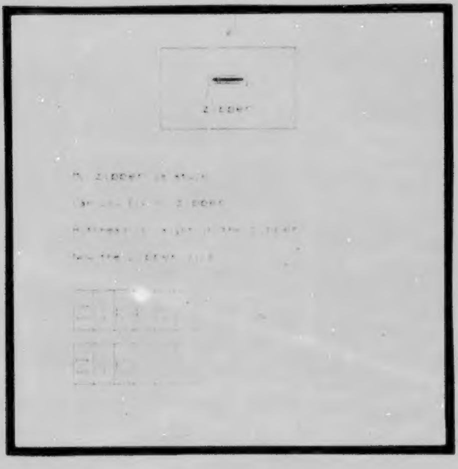
Task: The child sees a picture of a dragon and a knight. The dragon is in a cave, guarding a box of gold, which the knight wants to recover. The dragon daydreams about things he like to eat. The appropriate object appears in a bubble over the dragon's head. Three words, one of which matches the picture in the bubble, appear at the bottom of the screen. The child is to touch the word that matches the picture in the bubble.

Type of feedback:

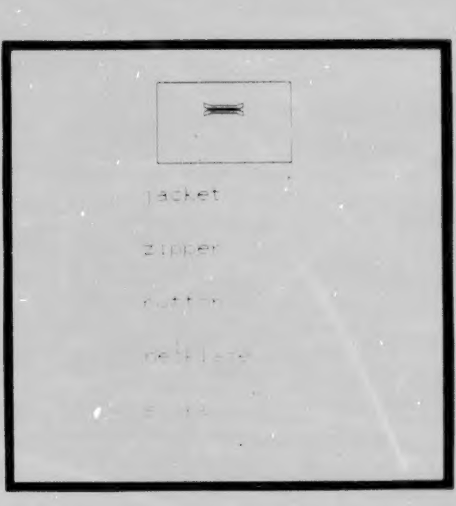
Correct response -- The object dreamt of by the dragon appears, and as he eats it, the knight gets the gold.

Incorrect response -- The incorrectly chosen word disappears, and the child is given a second chance. If the child chooses incorrectly a second time the dragon stops daydreaming and guards the gold.

Objective: Enrichment sight words, clothing



zipper



jacket

zipper

button

necklace

Name of lesson: Word Practice

Type of lesson: Exercise

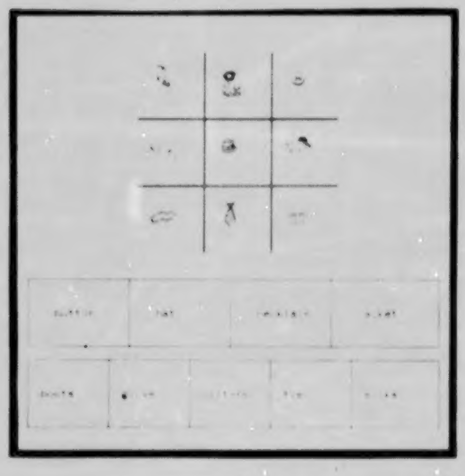
Task: PLATO displays the target word in a box at the top of the screen. A picture of the item named in the target word appears above the box. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words. In this exercise the picture of the word appears at the top of the screen.

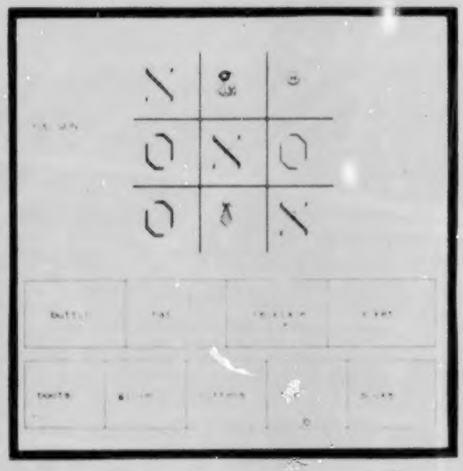
Type of feedback:

Correct response -- In typing, the letters appear appropriately.
In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear.
In word indentification, the correct word is boxed.

Objective: Enrichment sight words, clothing





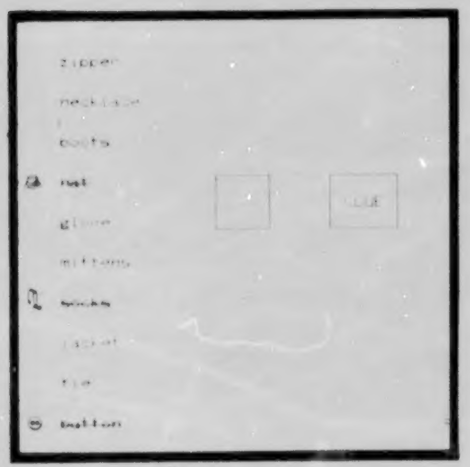
Name of lesson: Tic-Tac-Toe

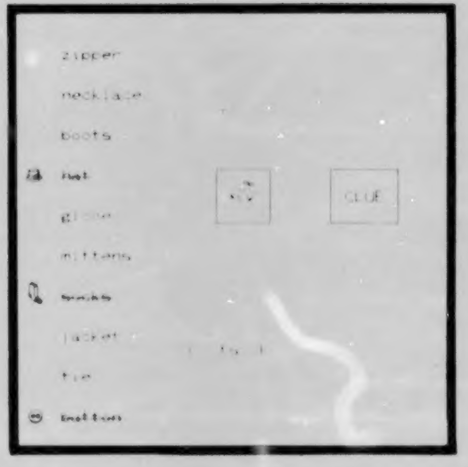
Type of lesson: Practice

Task: A standard tic-tac-toe board is displayed, with a picture in each square. Below, the written word for each picture appears in a series of boxes. To put an "x" in a square, the child must touch the word which corresponds to the picture in the desired square. The child's "opponent" is PLATO, who plays with the "o." PLATO will place his "o" on squares containing words which our programs have determined that the child knows best. Thus PLATO does not have a "win" strategy, but the child will be forced to deal with words he needs most practice with.

Type of feedback:
Appropriate response -- child's "x" appears in the desired square
Inappropriate response -- PLATO warns child that the square he has chosen is already taken

Objective: Enrichment sight words, clothing


zipper
necklace
boots
hat
glove
mittens
socks
jacket
tie
button
CLUE


zipper
necklace
boots
hat
glove
mittens
socks
jacket
tie
button
CLUE

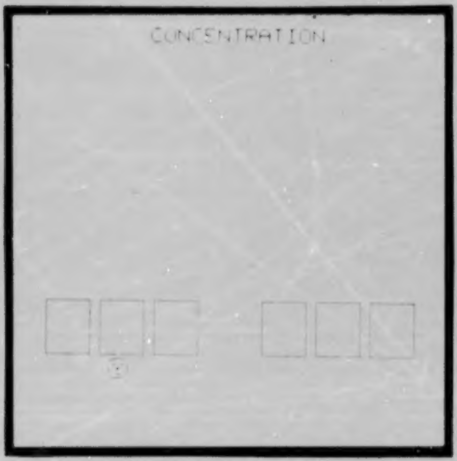
Name of lesson: Guess the Picture

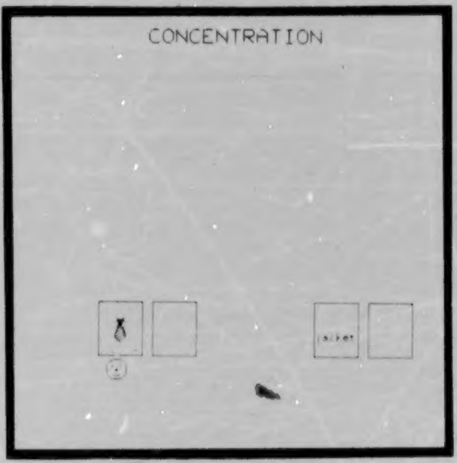
Type of lesson: Exercise

Task: PLATO displays ten words at the left side of the screen. The child is shown a partially filled-in picture and is asked to guess what the picture represents. He answers by typing the word. If he wants to see more of the picture, he touches the "clue" box. If he asks for enough clues to fill in the entire picture, he may still type in the answer. If he still does not know the name of the picture, he may request and receive that information.

Type of feedback:
Appropriate response -- The child receives the requested information. If the child is typing, the appropriate letters appear.
Inappropriate response -- PLATO tells the correct answer.

Objective: Enrichment sight words, clothing





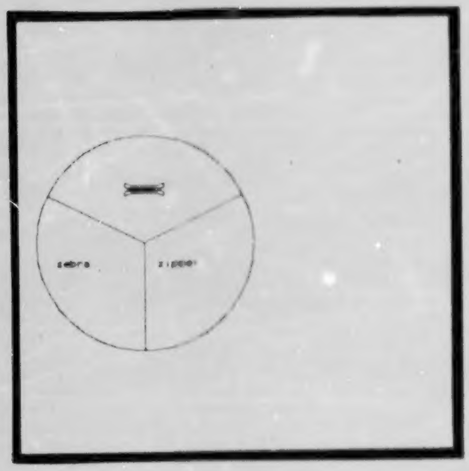
Name of lesson: Concentration (picture/word)

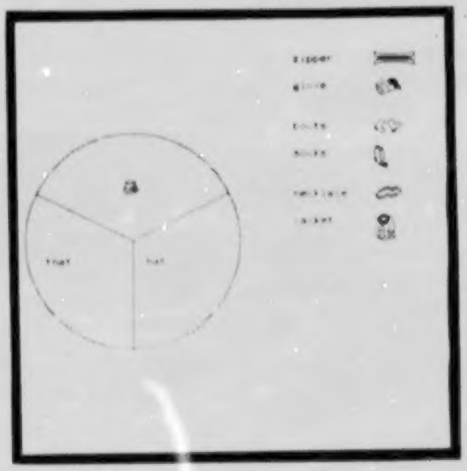
Type of lesson: Practice

Task: PLATO displays a set of boxes on the left of the screen and a symmetrical set on the right side. Pictures are hidden under the boxes on the left and corresponding words are hidden under the boxes on the right. The child can see what is hidden by touching the box; he must match a picture with a word.

Type of feedback:
Correct answer -- matching boxes erase
Incorrect answer -- non-matching boxes do not erase

Objective: Enrichment sight words, clothing


zebra
zipper


that
hat
zipper
glove
boots
socks
necklace
jacket

Name of lesson: Word List

Type of lesson: Exercise

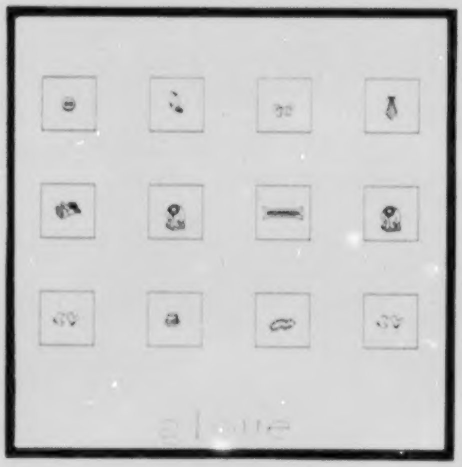
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

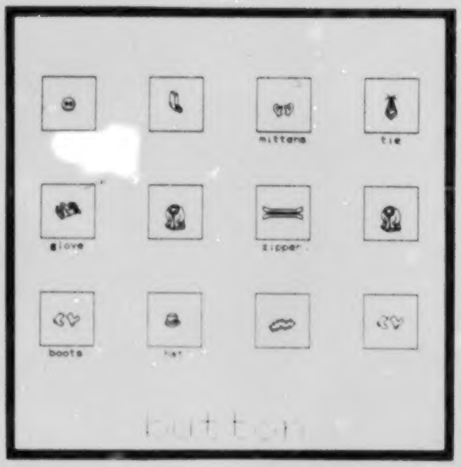
Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, clothing





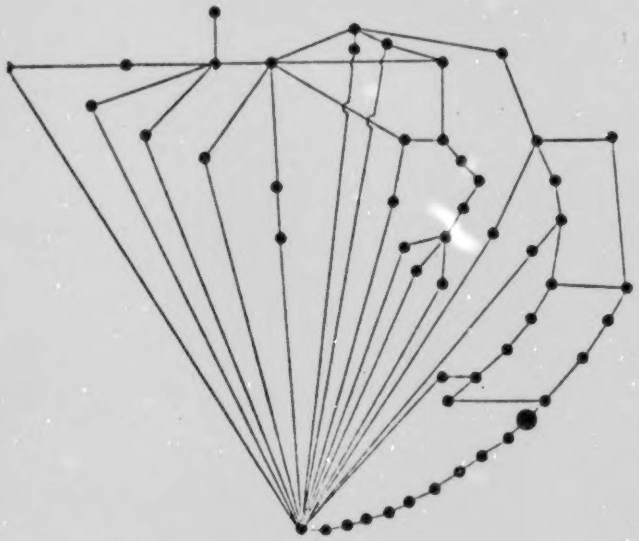
Name of lesson: Find the Picture

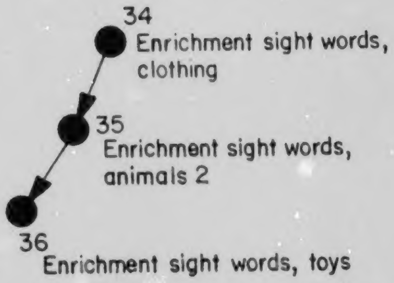
Type of lesson: Post-test

Task: PLATO displays three rows of four boxes. Each box contains a picture. At the bottom of the screen one word appears. The child is to touch the picture named in the word.

Type of feedback:
Appropriate response -- the name appears under the appropriate picture
Inappropriate response -- the word disappears, and PLATO goes on to the next word.

Objective: Enrichment sight words, Animals2




34
Enrichment sight words, clothing
35
Enrichment sight words, animals 2
36
Enrichment sight words, toys

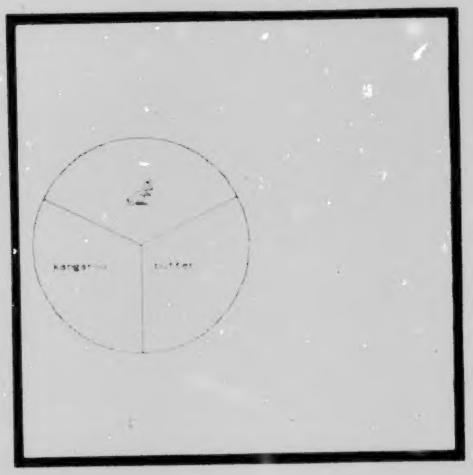
Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

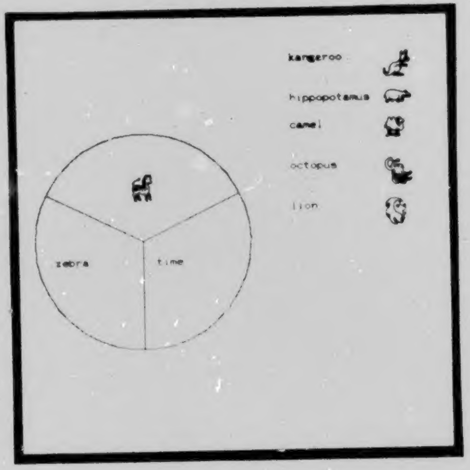
1. hippopotamus
2. camel
3. elephant
4. lion
5. monkey
6. alligator
7. seal
8. octopus
9. zebra
10. kangaroo

Available activities:

1. Pre-test -- Word List
2. Exercise -- Word Practice
3. Practice -- Tic Tac Toe
4. Exercise -- Guess the Picture
5. Exercise -- Word List
6. Post-test -- Find the Picture

Objective: Enrichment sight words, animals2


kangaroo
butter


kangaroo
hippopotamus
camel
octopus
lion
zebra
time

Name of lesson: Word List

Type of lesson: Pretest

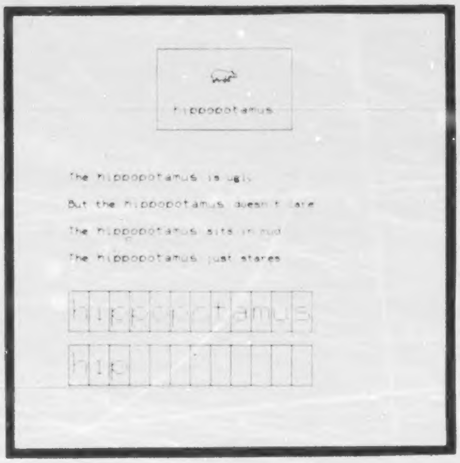
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, animals2



hippopotamus

The hippopotamus is ugly

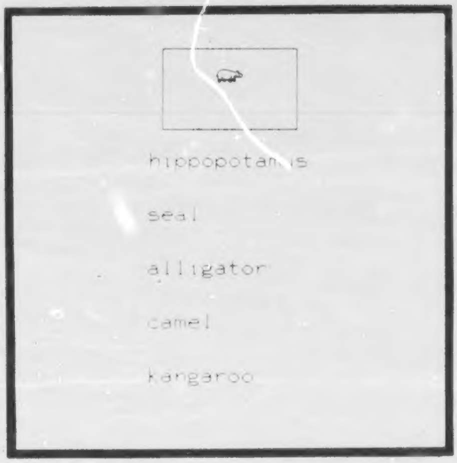
But the hippopotamus doesn't care

The hippopotamus sits in mud

The hippopotamus just stares

hippopotamus

hip



hippopotamus

seal

alligator

camel

kangaroo

Name of lesson: Word Practice

Type of lesson: Exercise

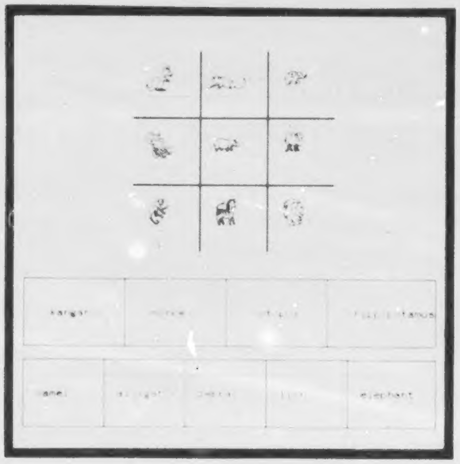
Task: PLATO displays the target word in a box at the top of the screen. A picture of the item named in the target word appears above the box. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words. In this exercise the picture of the word appears at the top of the screen.

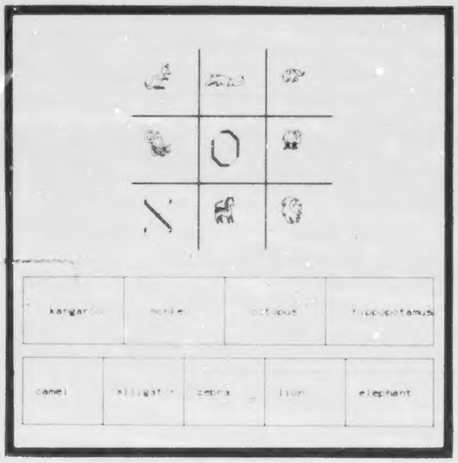
Type of feedback:

Correct response -- In typing, the letters appear appropriately.
In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear.
In word indentification, the correct word is boxed.

Objective: Enrichment sight words, animals2


kangar
monke
octopus
hippopotamus
camel
alligat
zebra
lion
elephant


kangaroo
monkey
octopus
hippopotamus
camel
alligator
zebra
lion
elephant

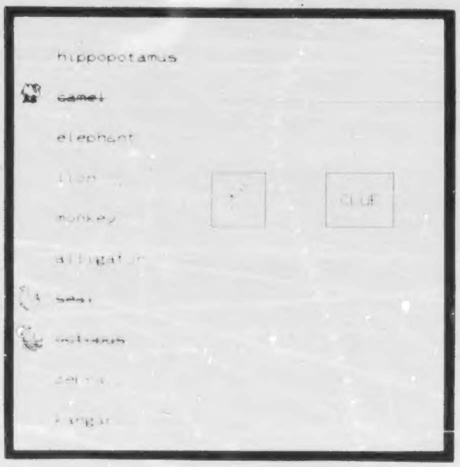
Name of lesson: Tic-Tac-Toe

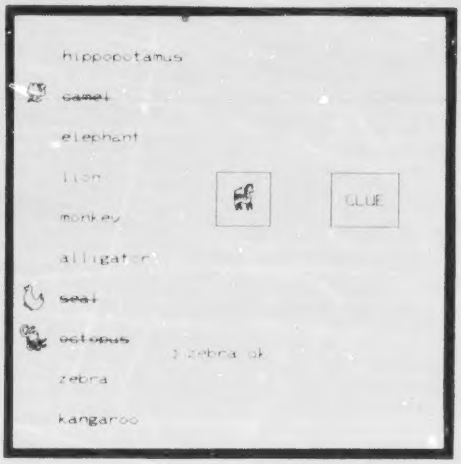
Type of lesson: Practice

Task: A standard tic-tac-toe board is displayed, with a picture in each square. Below, the written word for each picture appears in a series of boxes. To put an "x" in a square, the child must touch the word which corresponds to the picture in the desired square. The child's "opponent" is PLATO, who plays with the "o." PLATO will place his "o" on squares containing words which our programs have determined that the child knows best. Thus PLATO does not have a "win" strategy, but the child will be forced to deal with words he needs most practice with.

Type of feedback:
Appropriate response -- child's "x" appears in the desired square
Inappropriate response -- PLATO warns child that the square he has chosen is already taken

Objective: Enrichment sight words, **animals2**


hippopotamus
~~camel~~
elephant
lion
monkey
alligator
~~seal~~
~~octopus~~
zebra
kangaroo
CLUE


hippopotamus
~~camel~~
elephant
lion
monkey
alligator
~~seal~~
~~octopus~~
zebra
kangaroo
CLUE
zebra ok

Name of lesson: Guess the Picture

Type of lesson: Exercise

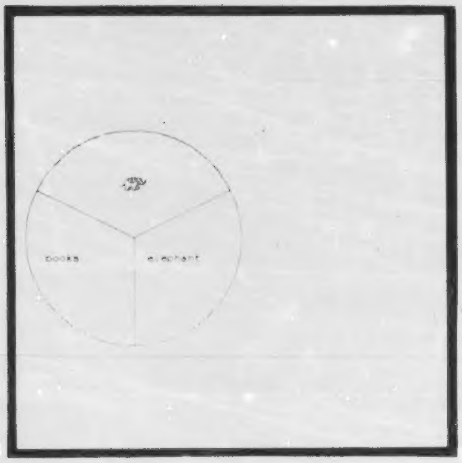
Task: PLATO displays ten words at the left side of the screen. The child is shown a partially filled-in picture and is asked to guess what the picture represents. He answers by typing the word. If he wants to see more of the picture, he touches the "clue" box. If he asks for enough clues to fill in the entire picture, he may still type in the answer. If he still does not know the name of the picture, he may request and receive that information.

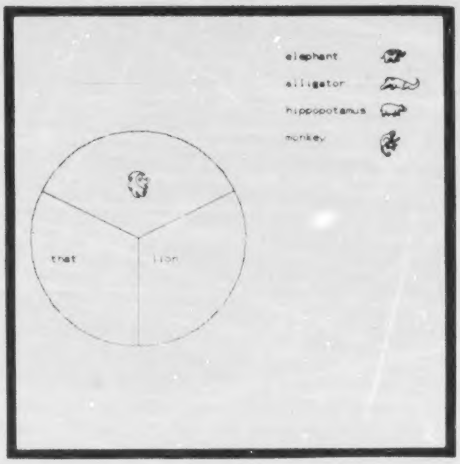
Type of feedback:

Appropriate response -- The child receives the requested information. If the child is typing, the appropriate letters appear.

Inappropriate response -- PLATO tells the correct answer.

Objective: Enrichment sight words, animals2


books
elephant


elephant
alligator
hippopotamus
monkey
that
lion

Name of lesson: Word List

Type of lesson: Exercise

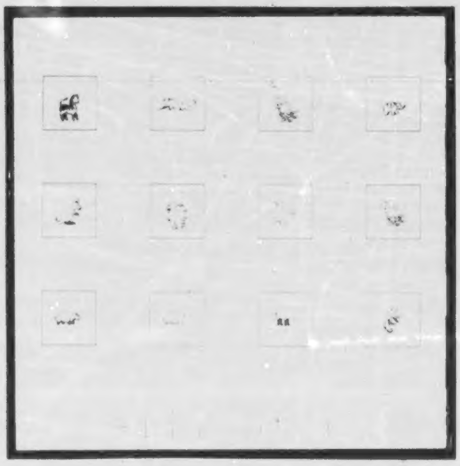
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

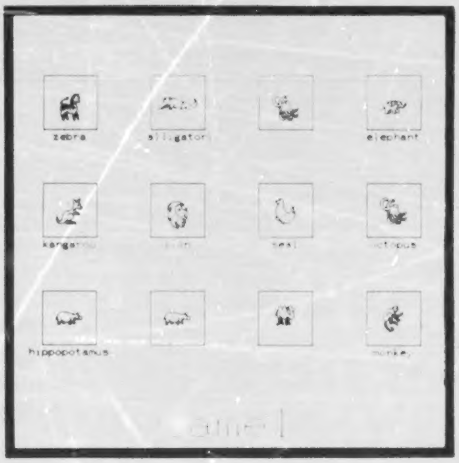
Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, animals2




zebra
alligator
elephant
kangaroo
lion
seal
octopus
hippopotamus
monkey
camel

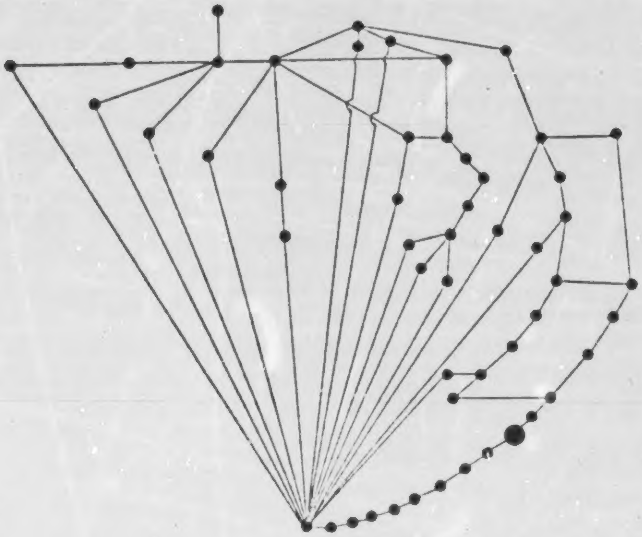
Name of lesson: Find the Picture

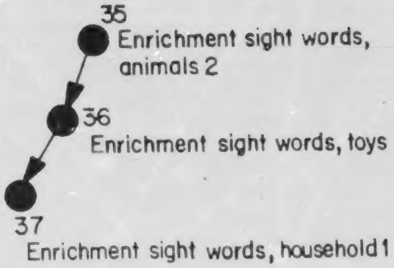
Type of lesson: Post-test

Task: PLATO displays three rows of four boxes. Each box contains a picture. At the bottom of the screen one word appears. The child is to touch the picture named in the word.

Type of feedback:
Appropriate response -- the name appears under the appropriate picture
Inappropriate response -- the word disappears, and PLATO goes on to the next word.

Objective: Enrichment sight words, toys




35
Enrichment sight words, animals 2
36
Enrichment sight words, toys
37
Enrichment sight words, household 1

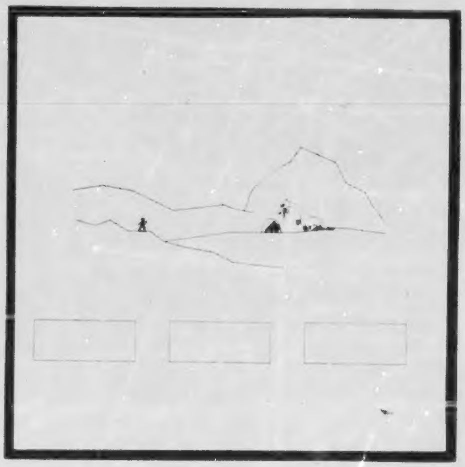
Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

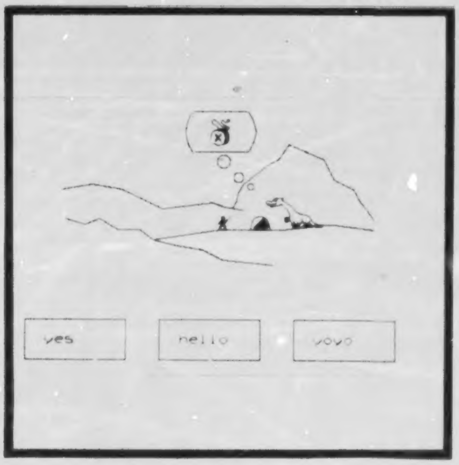
1. camera
2. jack in the box
3. robot
4. bicycle
5. handcuffs
6. kite
7. mask
8. yoyo
9. ball
10. drum

Available activities:

1. Pre-test -- Dragon and the Knight
2. Exercise -- Word Practice
3. Exercise -- Guess the Picture
4. Practice -- Tic Tac Toe
5. Exercise -- Word List
6. Post-test -- Find the Picture

Objective: Enrichment sight words, toys





Name of lesson: Dragon and the Knight

Type of lesson: Pretest

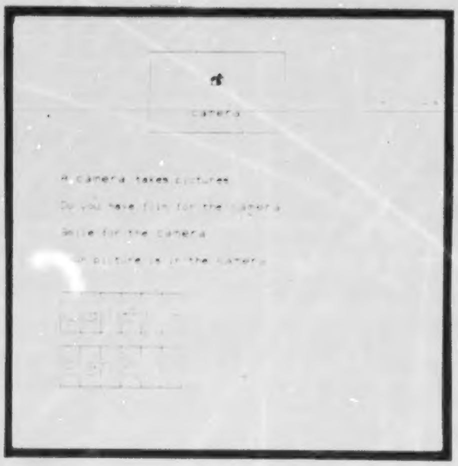
Task: The child sees a picture of a dragon and a knight. The dragon is in a cave, guarding a box of gold, which the knight wants to recover. The dragon daydreams about things he like to eat. The appropriate object appears in a bubble over the dragon's head. Three words, one of which matches the picture in the bubble, appear at the bottom of the screen. The child is to touch the word that matches the picture in the bubble.

Type of feedback:

Correct response -- The object dreamt of by the dragon appears, and as he eats it, the knight gets the gold.

Incorrect response -- The incorrectly chosen word disappears, and the child is given a second chance. If the child chooses incorrectly a second time the dragon stops daydreaming and guards the gold.

Objective: Enrichment sight words, toys



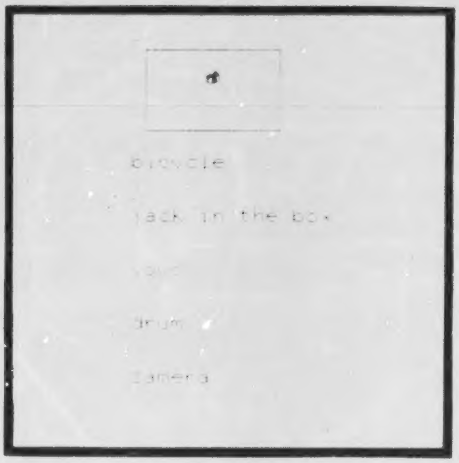
camera

A camera takes pictures

Do you have film for the camera

Smile for the camera

[illegible] picture is in the camera



bicycle

jack in the box

yoyo

drum

camera

Name of lesson: Word Practice

Type of lesson: Exercise

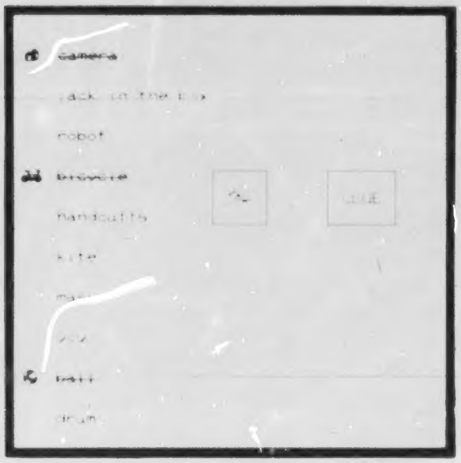
Task: PLATO displays the target word in a box at the top of the screen. A picture of the item named in the target word appears above the box. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words. In this exercise the picture of the word appears at the top of the screen.

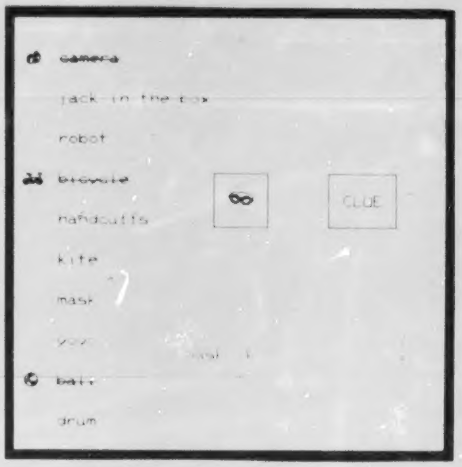
Type of feedback:

Correct response -- In typing, the letters appear appropriately. In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear. In word indentification, the correct word is boxed.

Objective: Enrichment sight words, toys


~~camera~~
jack in the box
robot
~~bicycle~~
handcuffs
kite
mask
yoyo
~~ball~~
drum
CLUE


~~camera~~
jack in the box
robot
~~bicycle~~
handcuffs
kite
mask
yoyo
~~ball~~
drum
CLUE

Name of lesson: Guess the Picture

Type of lesson: Exercise

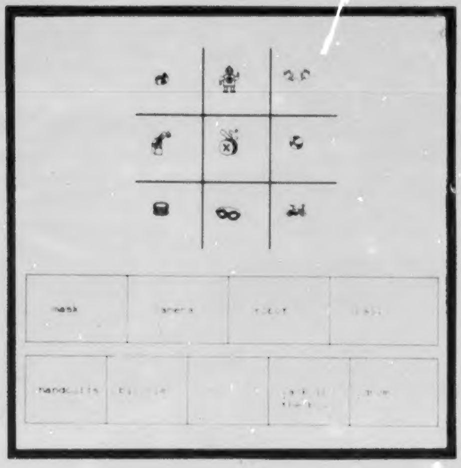
Task: PLATO displays ten words at the left side of the screen. The child is shown a partially filled-in picture and is asked to guess what the picture represents. He answers by typing the word. If he wants to see more of the picture, he touches the "clue" box. If he asks for enough clues to fill in the entire picture, he may still type in the answer. If he still does not know the name of the picture, he may request and receive that information.

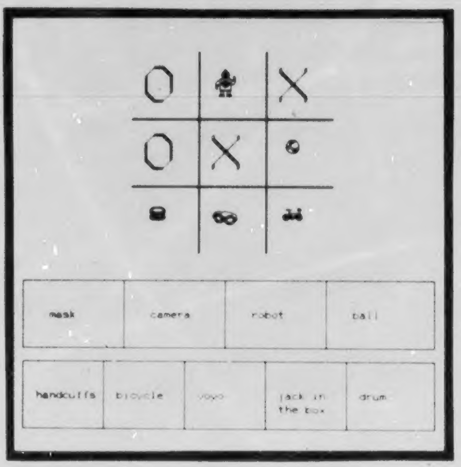
Type of feedback:

Appropriate response -- The child receives the requested information. If the child is typing, the appropriate letters appear.

Inappropriate response -- PLATO tells the correct answer.

Objective: Enrichment sight words, toys


mask
camera
robot
ball
handcuffs
bicycle
jack in the box
drum


mask
camera
robot
ball
handcuffs
bicycle
yoyo
jack in the box
drum

Name of lesson: Tic-Tac-Toe

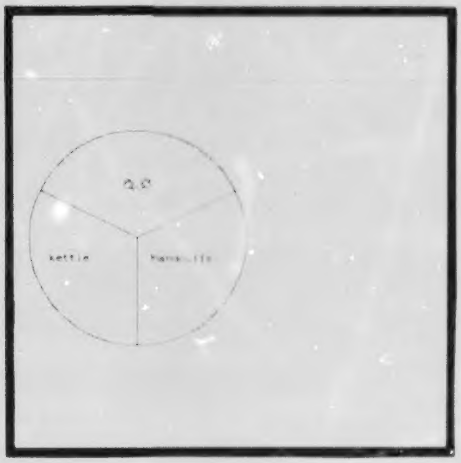
Type of lesson: Practice

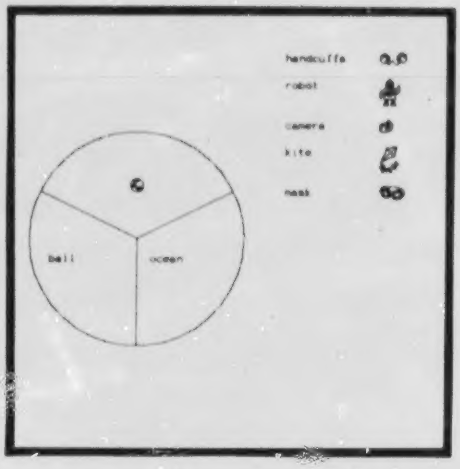
Task: A standard tic-tac-toe board is displayed, with a picture in each square. Below, the written word for each picture appears in a series of boxes. To put an "x" in a square, the child must touch the word which corresponds to the picture in the desired square. The child's "opponent" is PLATO, who plays with the "o." PLATO will place his "o" on squares containing words which our programs have determined that the child knows best. Thus PLATO does not have a "win" strategy, but the child will be forced to deal with words he needs most practice with.

Type of feedback:

Appropriate response -- child's "x" appears in the desired square
Inappropriate response -- PLATO warns child that the square he has chosen is already taken

Objective: Enrichment sight words, toys


kettle
handcuffs


handcuffs
robot
camera
kite
mask
ball
ocean

Name of lesson: Word List

Type of lesson: Exercise

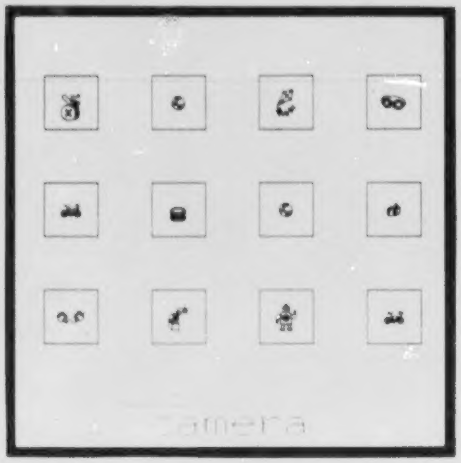
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

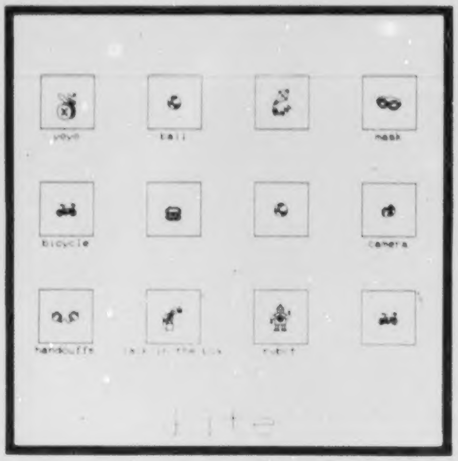
Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, toys




yoyo
ball
mask
bicycle
camera
handcuffs
jack in the box
robot
kite

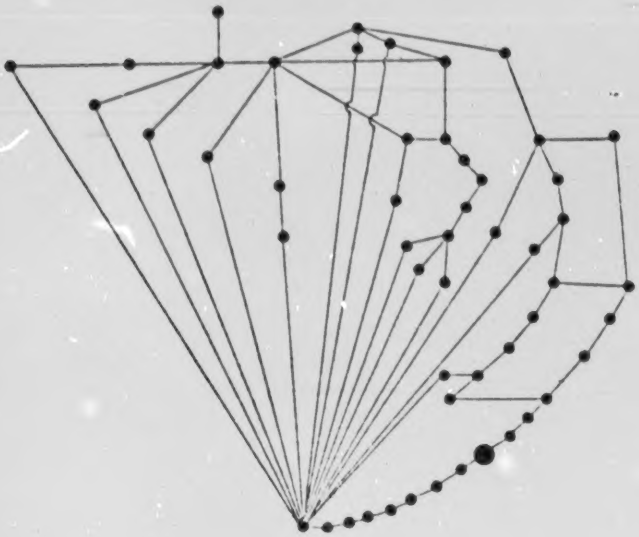
Name of lesson: Find the Picture

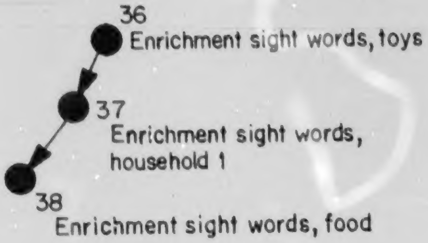
Type of lesson: Post-test

Task: PLATO displays three rows of four boxes. Each box contains a picture. At the bottom of the screen one word appears. The child is to touch the picture named in the word.

Type of feedback:
Appropriate response -- the name appears under the appropriate picture
Inappropriate response -- the word disappears, and PLATO goes on to the next word.

Objective: Enrichment sight words, householdl




36
Enrichment sight words, toys
37
Enrichment sight words, household 1
38
Enrichment sight words, food

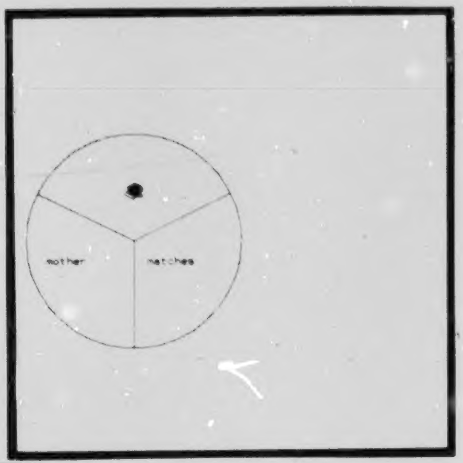
Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

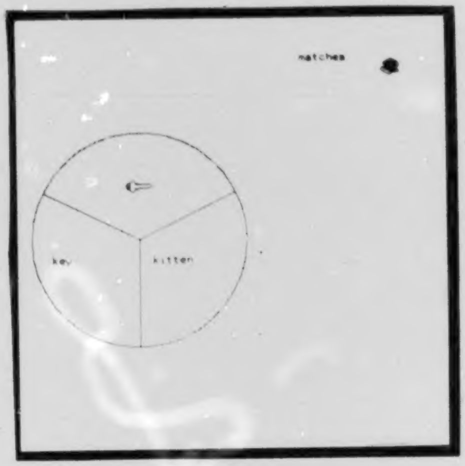
1. table
2. mop
3. key
4. pail
5. cup
6. matches
7. jar
8. iron
9. kettle
10. pot

Available activities:

1. Pretest -- Word List
2. Exercise -- Word Practice
3. Practice -- Concentration (Picture/Word)
4. Exercise -- Dragon and the Knight
5. Practice -- Tic Tac Toe
6. Exercise -- Guess the Picture
7. Post-test -- Find the Picture

Objective: Enrichment sight words, householdl





Name of lesson: Word List

Type of lesson: Pretest

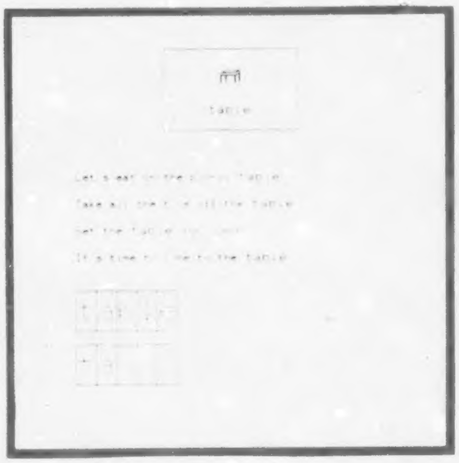
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

Type of feedback:

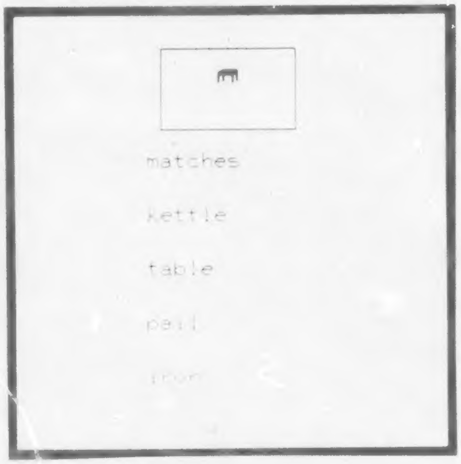
Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, household1



table



matches

kettle

table

pail

iron

Name of lesson: Word Practice

Type of lesson: Exercise

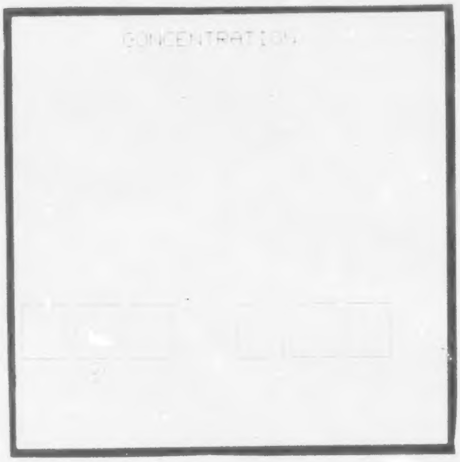
Task: PLATO displays the target word in a box at the top of the screen. A picture of the item named in the target word appears above the box. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words. In this exercise the picture of the word appears at the top of the screen.

Type of feedback:

Correct response -- In typing, the letters appear appropriately.
In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear.
In word indentification, the correct word is boxed.

Objective: Enrichment sight words, householdl



CONCENTRATION

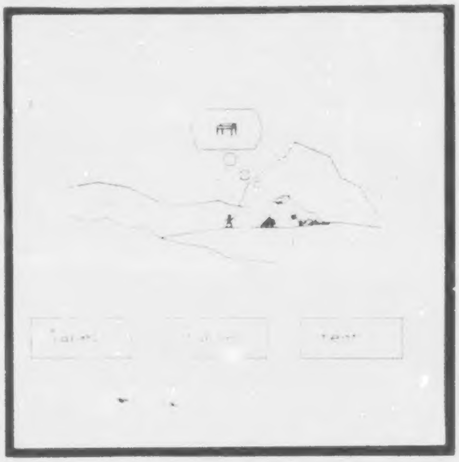
Name of lesson: Concentration (picture/word)

Type of lesson: Practice

Task: PLATO displays a set of boxes on the left of the screen and a symmetrical set on the right side. Pictures are hidden under the boxes on the left and corresponding words are hidden under the boxes on the right. The child can see what is hidden by touching the box; he must match a picture with a word.

Type of feedback:
Correct answer -- matching boxes erase
Incorrect answer -- non-matching boxes do not erase

Objective: Enrichment sight words, householdl



Name of lesson: Dragon and the Knight

Type of lesson: **Exercise**

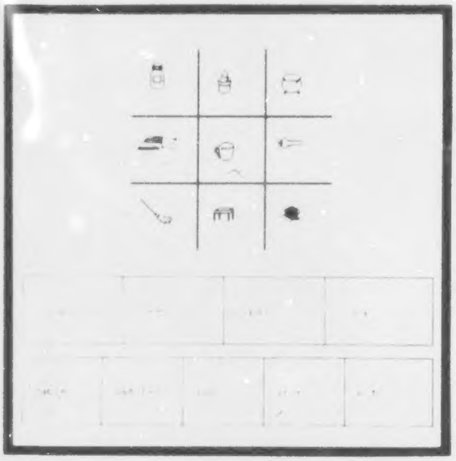
Task: The child sees a picture of a dragon and a knight. The dragon is in a cave, guarding a box of gold, which the knight wants to recover. The dragon daydreams about things he like to eat. The appropriate object appears in a bubble over the dragon's head. Three words, one of which matches the picture in the bubble, appear at the bottom of the screen. The child is to touch the word that matches the picture in the bubble.

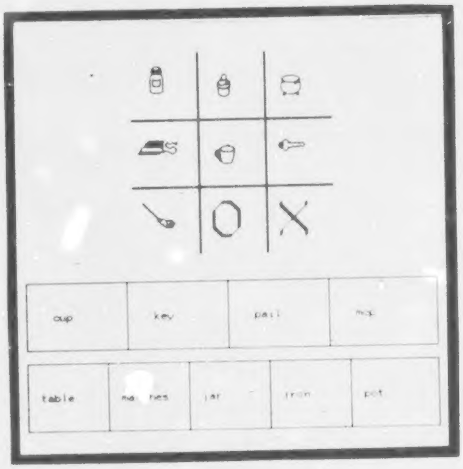
Type of feedback:

Correct response -- The object dreamt of by the dragon appears, and as he eats it, the knight gets the gold.

Incorrect response -- The incorrectly chosen word disappears, and the child is given a second chance. If the child chooses incorrectly a second time the dragon stops daydreaming and guards the gold.

Objective: Enrichment sight words, householdl





Name of lesson: Tic-Tac-Toe

Type of lesson: Practice

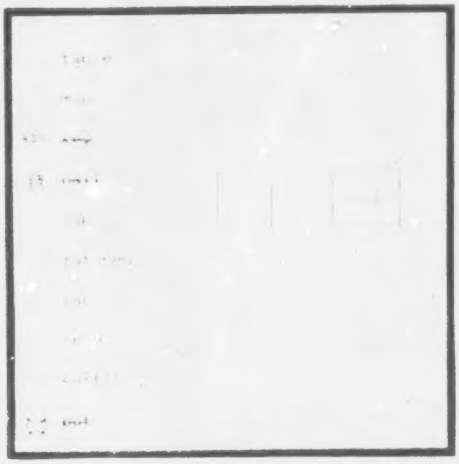
Task: A standard tic-tac-toe board is displayed, with a picture in each square. Below, the written word for each picture appears in a series of boxes. To put an "x" in a square, the child must touch the word which corresponds to the picture in the desired square. The child's "opponent" is PLATO, who plays with the "o." PLATO will place his "o" on squares containing words which our programs have determined that the child knows best. Thus PLATO does not have a "win" strategy, but the child will be forced to deal with words he needs most practice with.

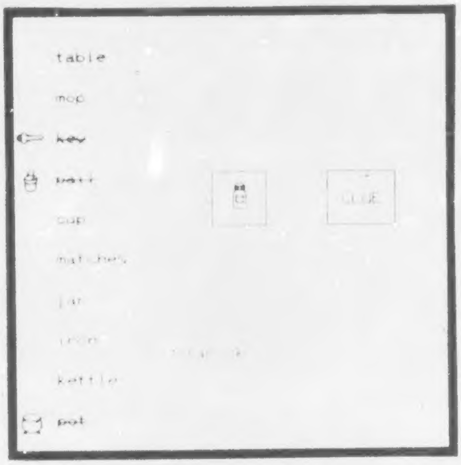
Type of feedback:

Appropriate response -- child's "x" appears in the desired square

Inappropriate response -- PLATO warns child that the square he has chosen is already taken

Objective: Enrichment sight words, **household1**





Name of lesson: Guess the Picture

Type of lesson: Exercise

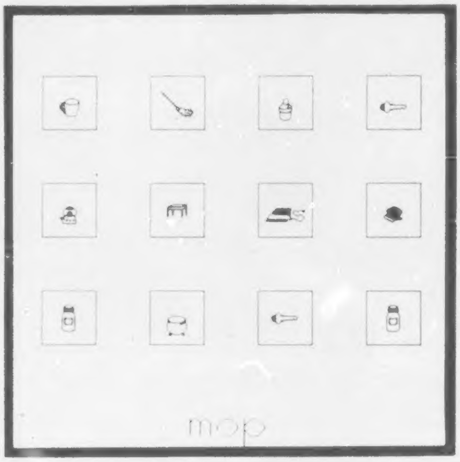
Task: PLATO displays ten words at the left side of the screen. The child is shown a partially filled-in picture and is asked to guess what the picture represents. He answers by typing the word. If he wants to see more of the picture, he touches the "clue" box. If he asks for enough clues to fill in the entire picture, he may still type in the answer. If he still does not know the name of the picture, he may request and receive that information.

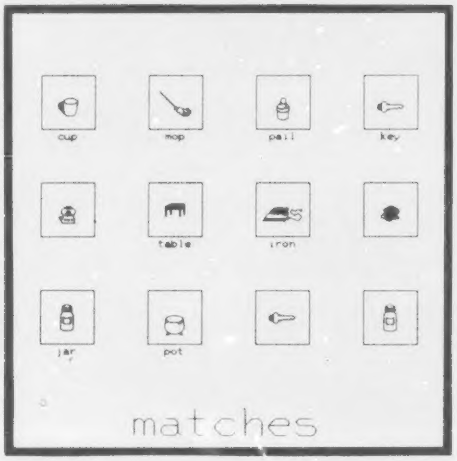
Type of feedback:

Appropriate response -- The child receives the requested information. If the child is typing, the appropriate letters appear.

Inappropriate response -- PLATO tells the correct answer.

Objective: Enrichment sight words, householdl





Name of lesson: Find the Picture

Type of lesson: Post-test

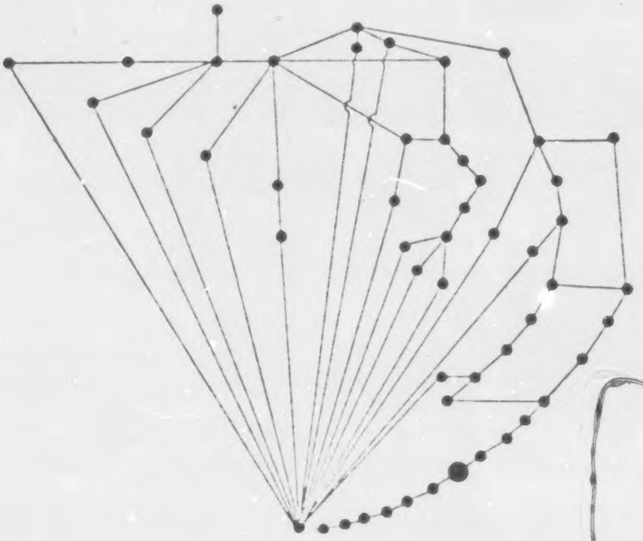
Task: PLATO displays three rows of four boxes. Each box contains a picture. At the bottom of the screen one word appears. The child is to touch the picture named in the word.

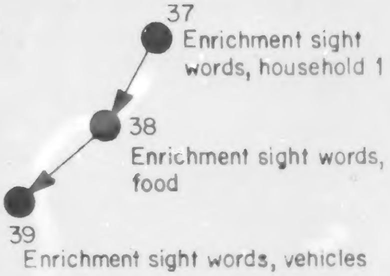
Type of feedback:

Appropriate response -- the name appears under the appropriate picture

Inappropriate response -- the word disappears, and PLATO goes on to the next word.

Objective: Enrichment sight words, food




37
Enrichment sight words, household 1
38
Enrichment sight words, food
39
Enrichment sight words, vehicles

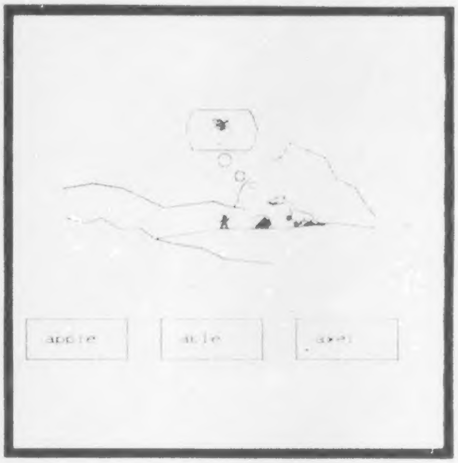
Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

1. mushroom
2. pineapple
3. apple
4. carrot
5. grapes
6. lollipop
7. donut
8. banana
9. peanut
10. pretzel

Available activities:

1. Pre-test -- Dragon and the Knight
2. Exercise -- Word Practice
3. Exercise -- Word List
4. Practice -- Tic Tac Toe
5. Exercise -- Guess the Picture
6. Post-test -- Find the Picture

Objective: Enrichment sight words, food



Name of lesson: Dragon and the Knight

Type of lesson: Pretest

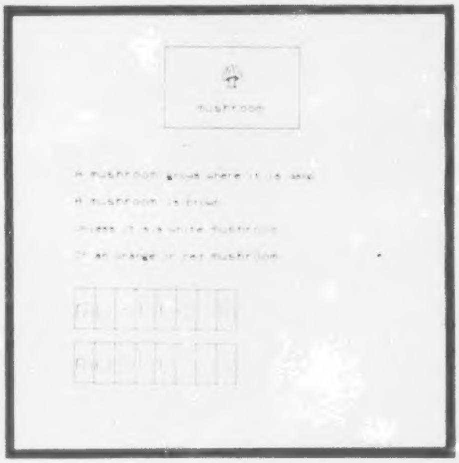
Task: The child sees a picture of a dragon and a knight. The dragon is in a cave, guarding a box of gold, which the knight wants to recover. The dragon daydreams about things he likes to eat. The appropriate object appears in a bubble over the dragon's head. Three words, one of which matches the picture in the bubble, appear at the bottom of the screen. The child is to touch the word that matches the picture in the bubble.

Type of feedback:

Correct response -- The object dreamt of by the dragon appears, and as he eats it, the knight gets the gold.

Incorrect response -- The incorrectly chosen word disappears, and the child is given a second chance. If the child chooses incorrectly a second time the dragon stops daydreaming and guards the gold.

Objective: Enrichment sight words, food



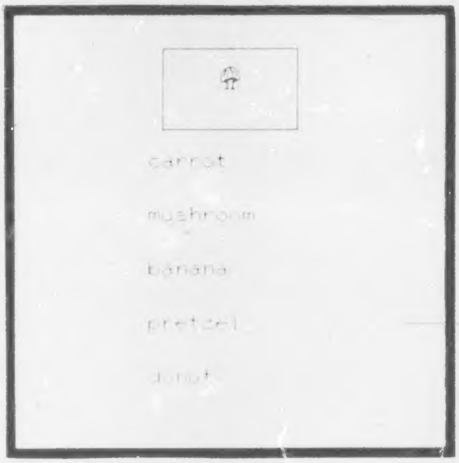
mushroom

A mushroom grows where it is dark

A mushroom is brown

Unless it is a white mushroom

Or an orange or red mushroom



carrot

mushroom

banana

pretzel

donut

Name of lesson: Word Practice

Type of lesson: Exercise

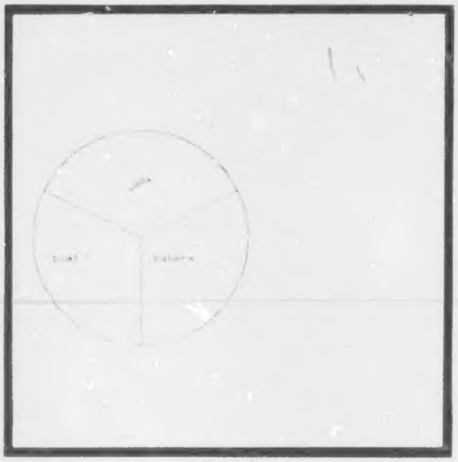
Task: PLATO displays the target word in a box at the top of the screen. A picture of the item named in the target word appears above the box. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words. In this exercise the picture of the word appears at the top of the screen.

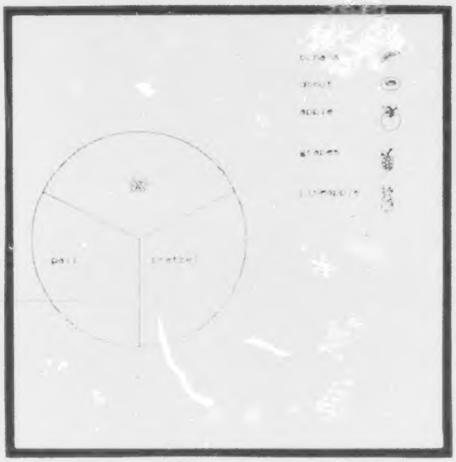
Type of feedback:

Correct response -- In typing, the letters appear appropriately.
In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear.
In word indentification, the correct word is boxed.

Objective: Enrichment sight words, food


boat
banana


banana
donut
apple
grapes
pineapple
pail
pretzel

Name of lesson: Word List

Type of lesson: Exercise

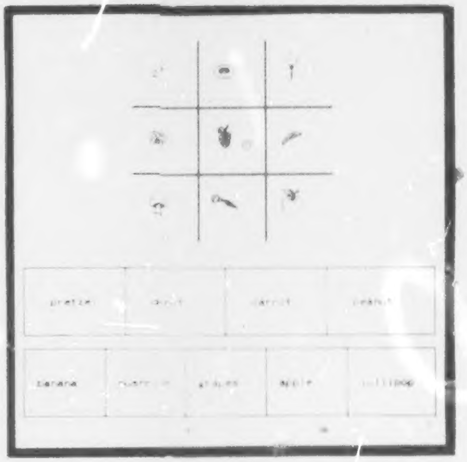
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

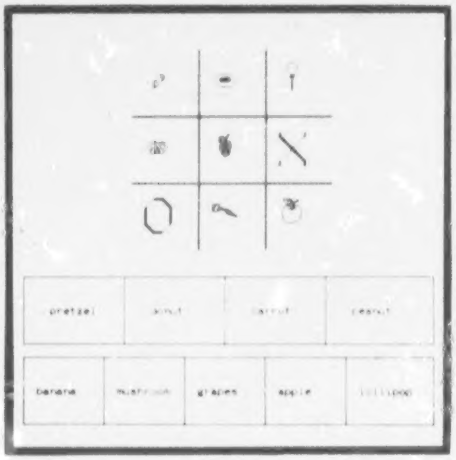
Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, food


pretzel
donut
carrot
peanut
banana
mushroom
grapes
apple
lollipop


pretzel
donut
carrot
peanut
banana
mushroom
grapes
apple
lollipop

Name of lesson: Tic-Tac-Toe

Type of lesson: Practice

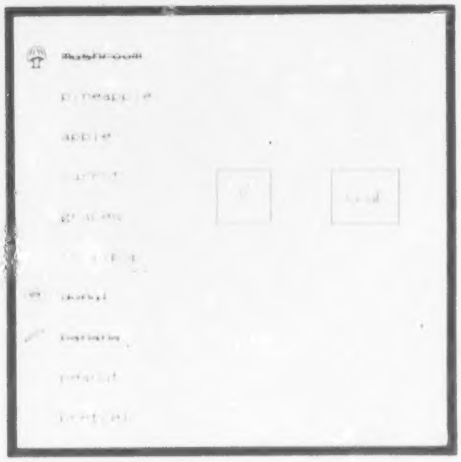
Task: A standard tic-tac-toe board is displayed, with a picture in each square. Below, the written word for each picture appears in a series of boxes. To put an "x" in a square, the child must touch the word which corresponds to the picture in the desired square. The child's "opponent" is PLATO, who plays with the "o." PLATO will place his "o" on squares containing words which our programs have determined that the child knows best. Thus PLATO does not have a "win" strategy, but the child will be forced to deal with words he needs most practice with.

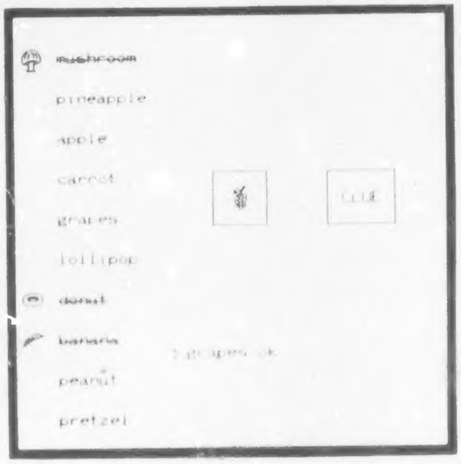
Type of feedback:

Appropriate response -- child's "x" appears in the desired square

Inappropriate response -- PLATO warns child that the square he has chosen is already taken

Objective: Enrichment sight words, food


~~mushroom~~
pineapple
apple
~~donut~~
~~banana~~
peanut


~~mushroom~~
pineapple
apple
carrot
grapes
lollipop
~~donut~~
~~banana~~
peanut
pretzel
CLUE
grapes ok

Name of lesson: Guess the Picture

Type of lesson: Exercise

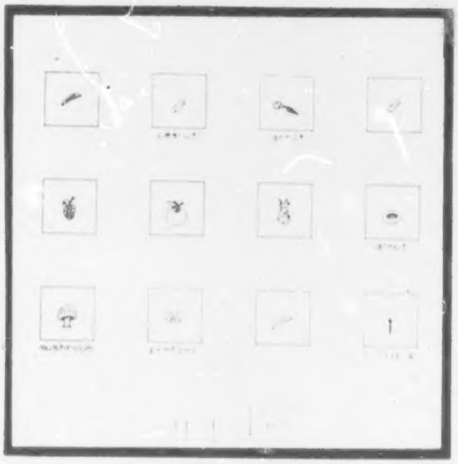
Task: PLATO displays ten words at the left side of the screen. The child is shown a partially filled-in picture and is asked to guess what the picture represents. He answers by typing the word. If he wants to see more of the picture, he touches the "clue" box. If he asks for enough clues to fill in the entire picture, he may still type in the answer. If he still does not know the name of the picture, he may request and receive that information.

Type of feedback:

Appropriate response -- The child receives the requested information. If the child is typing, the appropriate letters appear.

Inappropriate response -- PLATO tells the correct answer.

Objective: Enrichment sight words, food



Name of lesson: Find the Picture

Type of lesson: Post-test

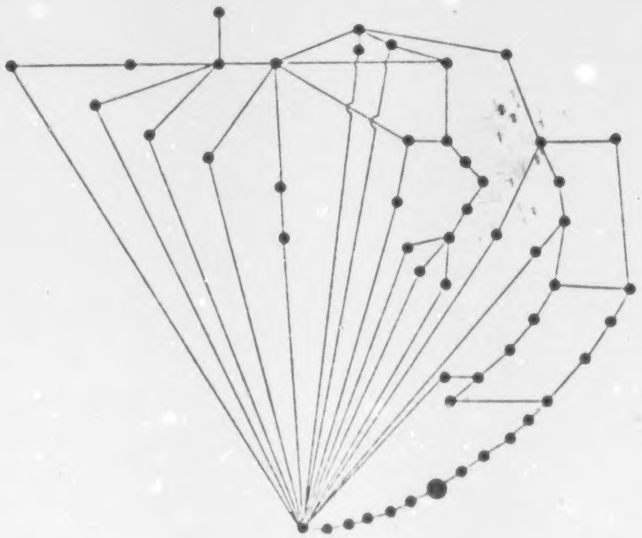
Task: PLATO displays three rows of four boxes. Each box contains a picture. At the bottom of the screen one word appears. The child is to touch the picture named in the word.

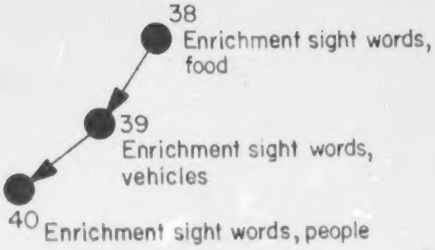
Type of feedback:

Appropriate response -- the name appears under the appropriate picture

Inappropriate response -- the word disappears, and PLATO goes on to the next word.

Objective: Enrichment sight words, vehicles




38
Enrichment sight words, food
39
Enrichment sight words, vehicles
40
Enrichment sight words, people

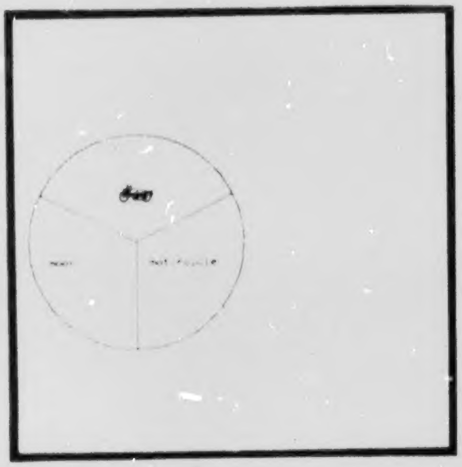
Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

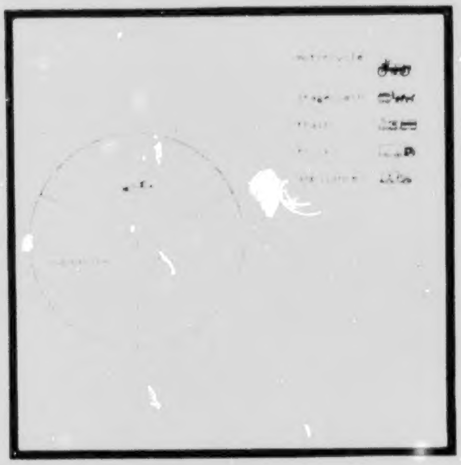
1. submarine
2. boat
3. motorcycle
4. stagecoach
5. train
6. wagon
7. ambulance
8. car
9. rocket
10. truck

Available activities:

1. Pre-test -- Word List
2. Exercise -- Word Practice
3. Practice -- Tic Tac Toe
4. Exercise -- Guess the Picture
5. Exercise -- Dragon and the Knight
6. Post-test -- Find the Picture

Objective: Enrichment sight words, vehicles





Name of lesson: Word List

Type of lesson: Pretest

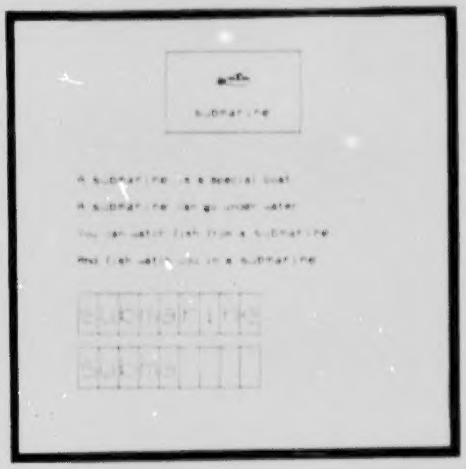
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, vehicles



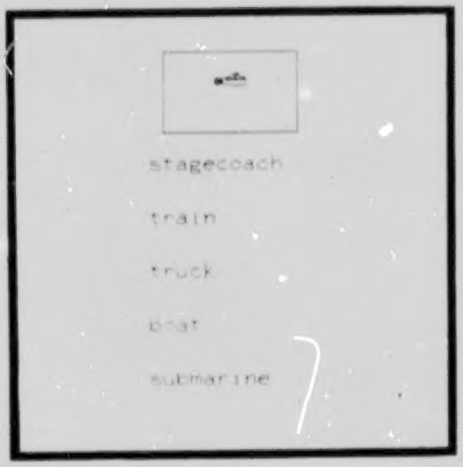
submarine

A submarine is a special boat

A submarine can go under water

You can watch fish from a submarine

And fish watch you in a submarine



stagecoach

train

truck

boat

submarine

Name of lesson: Word Practice

Type of lesson: Exercise

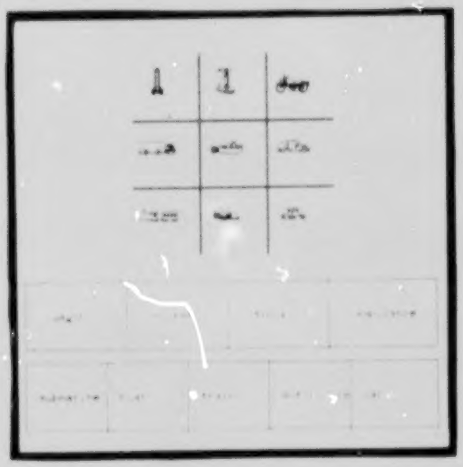
Task: PLATO displays the target word in a box at the top of the screen. A picture of the item named in the target word appears above the box. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words. In this exercise the picture of the word appears at the top of the screen.

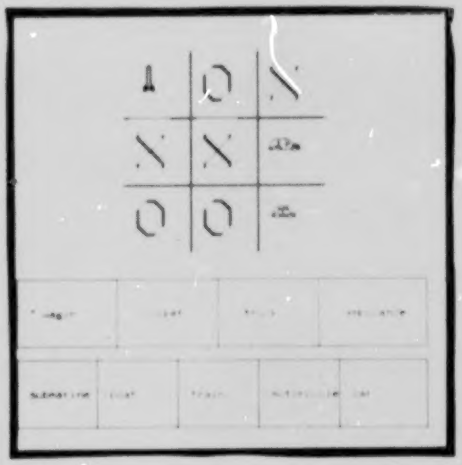
Type of feedback:

Correct response -- In typing, the letters appear appropriately.
In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear.
In word indentification, the correct word is boxed.

Objective: Enrichment sight words, vehicles





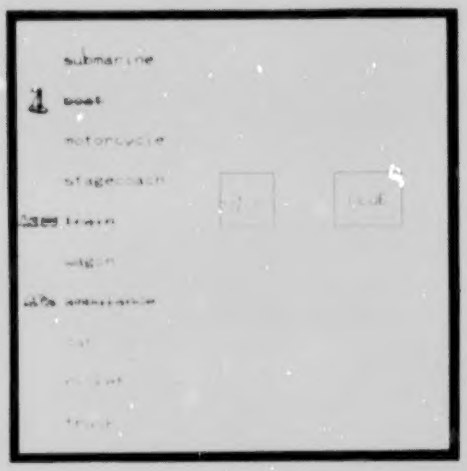
Name of lesson: Tic-Tac-Toe

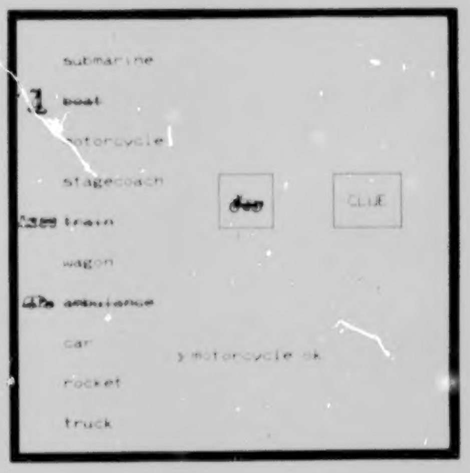
Type of lesson: Practice

Task: A standard tic-tac-toe board is displayed, with a picture in each square. Below, the written word for each picture appears in a series of boxes. To put an "x" in a square, the child must touch the word which corresponds to the picture in the desired square. The child's "opponent" is PLATO, who plays with the "o." PLATO will place his "o" on squares containing words which our programs have determined that the child knows best. Thus PLATO does not have a "win" strategy, but the child will be forced to deal with words he needs most practice with.

Type of feedback:
Appropriate response -- child's "x" appears in the desired square
Inappropriate response -- PLATO warns child that the square he has chosen is already taken

Objective: Enrichment sight words, vehicles


submarine
boat
motorcycle
stagecoach
train
wagon
ambulance
car
rocket
truck
CLUE


submarine
boat
motorcycle
stagecoach
train
wagon
ambulance
car
rocket
truck
CLUE
> motorcycle ok

Name of lesson: Guess the Picture

Type of lesson: Exercise

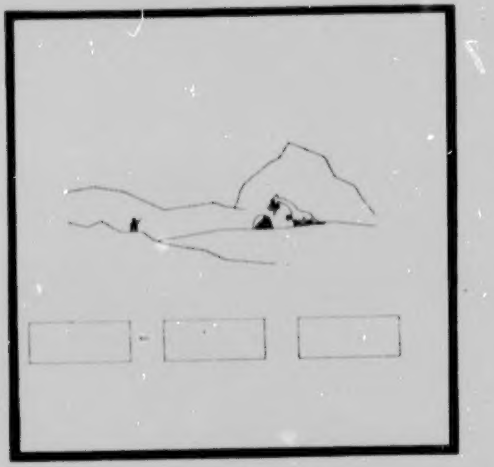
Task: PLATO displays ten words at the left side of the screen. The child is shown a partially filled-in picture and is asked to guess what the picture represents. He answers by typing the word. If he wants to see more of the picture, he touches the "clue" box. If he asks for enough clues to fill in the entire picture, he may still type in the answer. If he still does not know the name of the picture, he may request and receive that information.

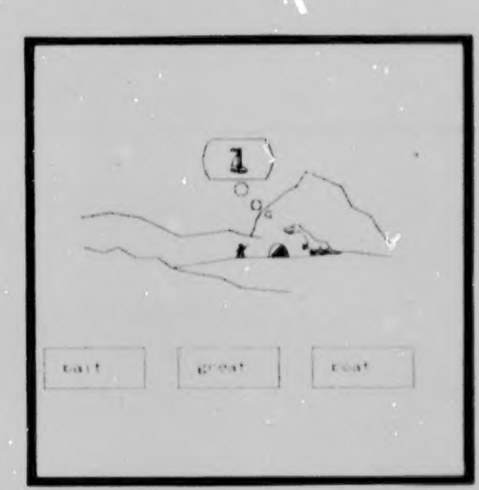
Type of feedback:

Appropriate response -- The child receives the requested information. If the child is typing, the appropriate letters appear.

Inappropriate response -- PLATO tells the correct answer.

Objective: Enrichment sight words, vehicles





Name of lesson: Dragon and the Knight

Type of lesson: Exercise

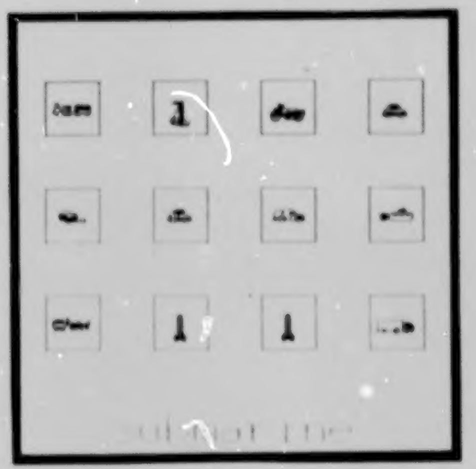
Task: The child sees a picture of a dragon and a knight. The dragon is in a cave, guarding a box of gold, which the knight wants to recover. The dragon daydreams about things he like to eat. The appropriate object appears in a bubble over the dragon's head. Three words, one of which matches the picture in the bubble, appear at the bottom of the screen. The child is to touch the word that matches the picture in the bubble.

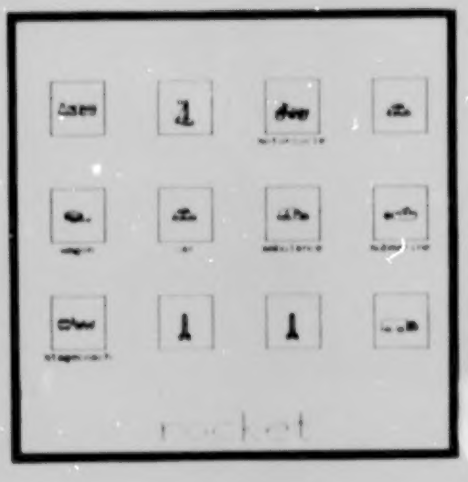
Type of feedback:

Correct response -- The object dreamt of by the dragon appears, and as he eats it, the knight gets the gold.

Incorrect response -- The incorrectly chosen word disappears, and the child is given a second chance. If the child chooses incorrectly a second time the dragon stops daydreaming and guards the gold.

Objective: Enrichment sight words, vehicles





Name of lesson: Find the Picture

Type of lesson: Post-test

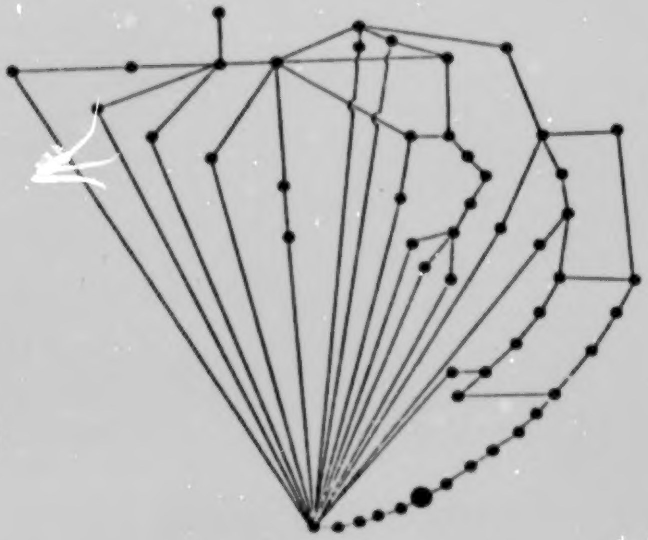
Task: PLATO displays three rows of four boxes. Each box contains a picture. At the bottom of the screen one word appears. The child is to touch the picture named in the word.

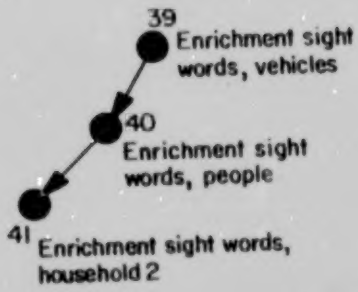
Type of feedback:

Appropriate response -- the name appears under the appropriate picture

Inappropriate response -- the word disappears, and PLATO goes on to the next word.

Objective: Enrichment sight words, people




39
Enrichment sight words, vehicles
40
Enrichment sight words, people
41
Enrichment sight words, household 2

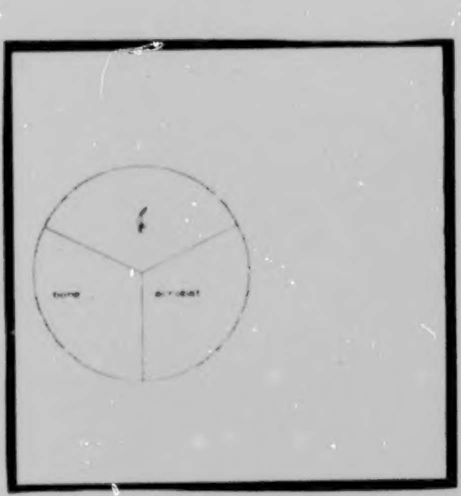
Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

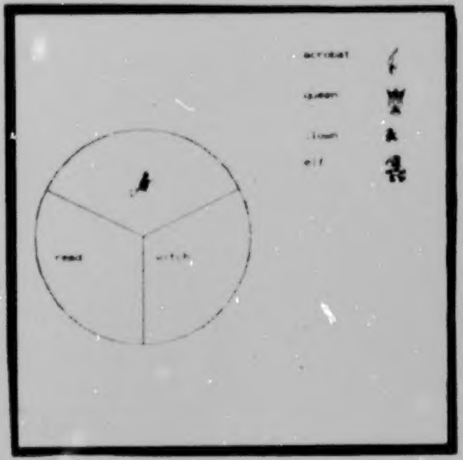
1. Indian
2. clown
3. witch
4. astronaut
5. umpire
6. pirate
7. Eskimo
8. Queen
9. acrobat
10. elf

Available activities:

1. Pre-test -- Word List
2. Exercise -- Word Practice
3. Practice -- Concentration (Picture/Word)
4. Exercise - Guess the Picture
5. Practice -- Tic Tac Toe
6. Exercise -- Word List
7. Post-test -- Find the Picture

Objective: Enrichment sight words, people





Name of lesson: Word List

Type of lesson: Pretest

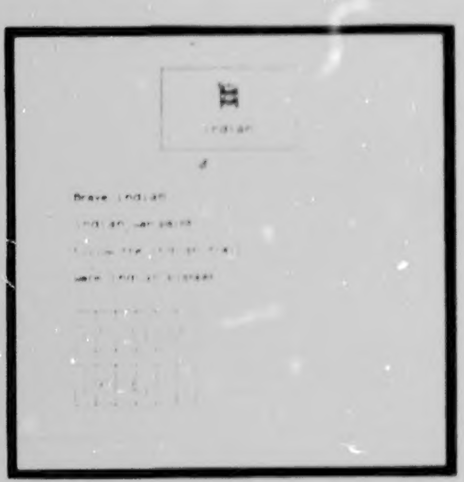
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

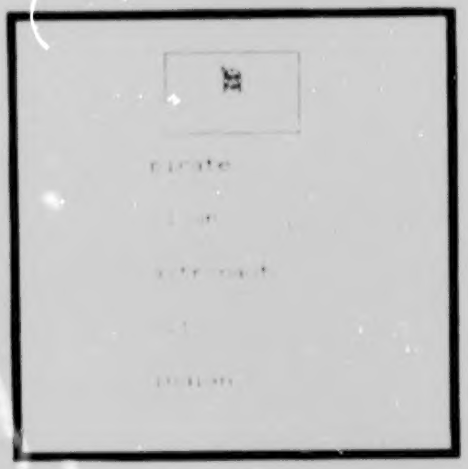
Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, people



indian

Brave indian



pirate

indian

Name of lesson: Word Practice

Type of lesson: Exercise

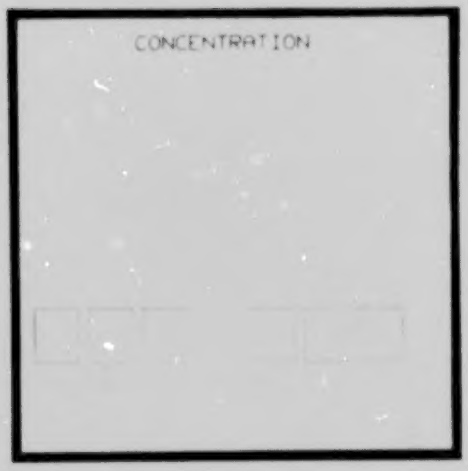
Task: PLATO displays the target word in a box at the top of the screen. A picture of the item named in the target word appears above the box. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words. In this exercise the picture of the word appears at the top of the screen.

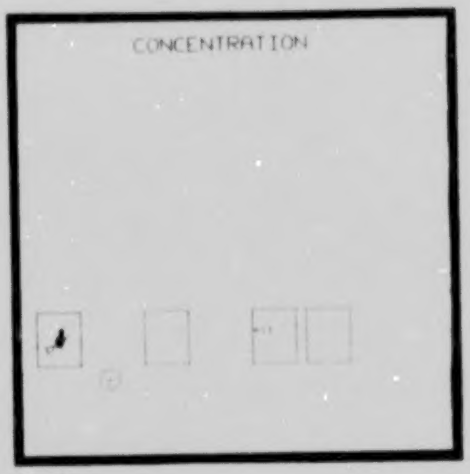
Type of feedback:

Correct response -- In typing, the letters appear appropriately.
In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear.
In word indentification, the correct word is boxed.

Objective: Enrichment sight words, people





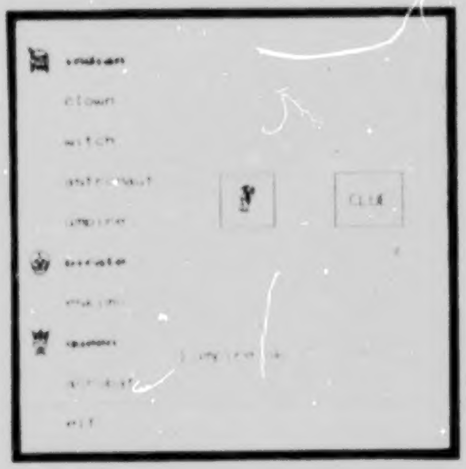
Name of lesson: Concentration (picture/word)

Type of lesson: Practice

Task: PLATO displays a set of boxes on the left of the screen and a symmetrical set on the right side. Pictures are hidden under the boxes on the left and corresponding words are hidden under the boxes on the right. The child can see what is hidden by touching the box; he must match a picture with a word.

Type of feedback:
Correct answer -- matching boxes erase
Incorrect answer -- non-matching boxes do not erase

Objective: Enrichment sight words, people



Name of lesson: Guess the Picture

Type of lesson: Exercise

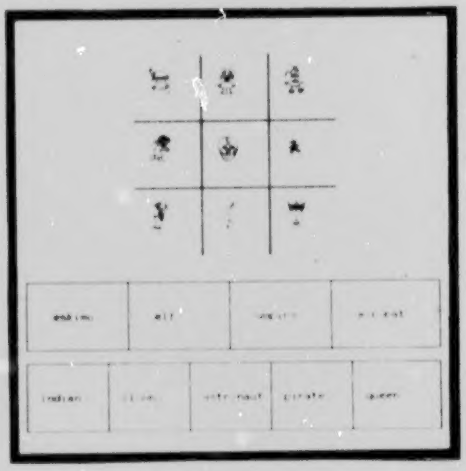
Task: PLATO displays ten words at the left side of the screen. The child is shown a partially filled-in picture and is asked to guess what the picture represents. He answers by typing the word. If he wants to see more of the picture, he touches the "clue" box. If he asks for enough clues to fill in the entire picture, he may still type in the answer. If he still does not know the name of the picture, he may request and receive that information.

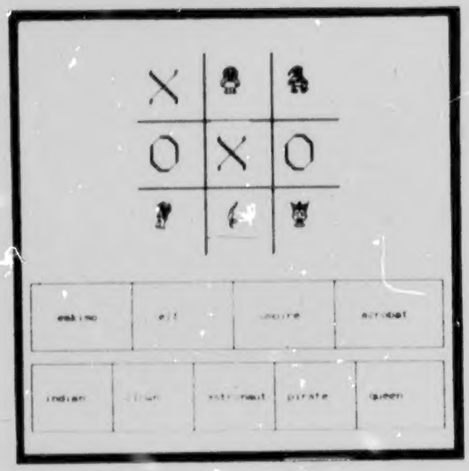
Type of feedback:

Appropriate response -- The child receives the requested information. If the child is typing, the appropriate letters appear.

Inappropriate response -- PLATO tells the correct answer.

Objective: Enrichment sight words, people


eskimo
elf
umpire
acrobat
indian
clown
astronaut
pirate
queen


eskimo
elf
umpire
acrobat
indian
clown
astronaut
pirate
queen

Name of lesson: Tic-Tac-Toe

Type of lesson: Practice

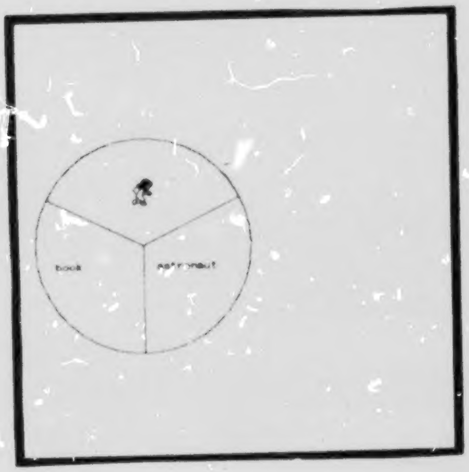
Task: A standard tic-tac-toe board is displayed, with a picture in each square. Below, the written word for each picture appears in a series of boxes. To put an "x" in a square, the child must touch the word which corresponds to the picture in the desired square. The child's "opponent" is PLATO, who plays with the "o." PLATO will place his "o" on squares containing words which our programs have determined that the child knows best. Thus PLATO does not have a "win" strategy, but the child will be forced to deal with words he needs most practice with.

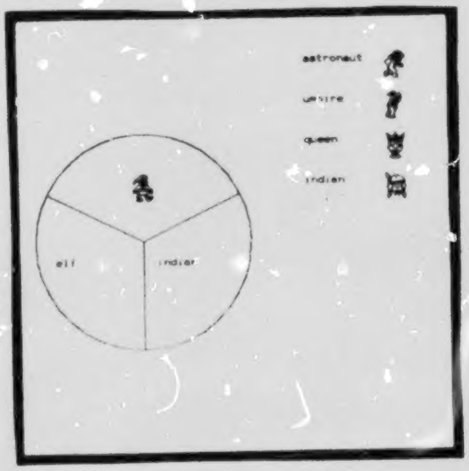
Type of feedback:

Appropriate response -- child's "x" appears in the desired square

Inappropriate response -- PLATO warns child that the square he has chosen is already taken

Objective. Enrichment sight words, people


book
astronaut


astronaut
umpire
queen
indian
elf
indian

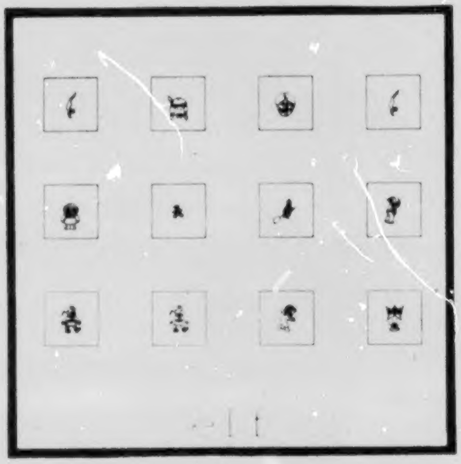
Name of lesson: Word List

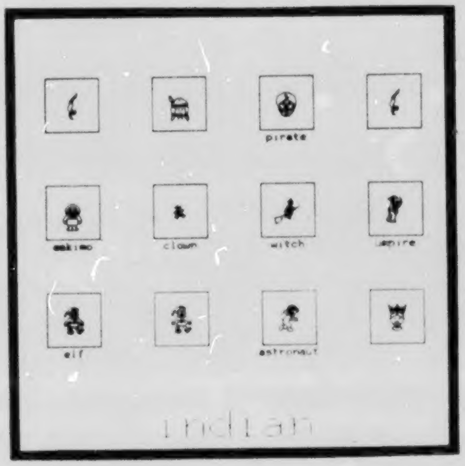
Type of lesson: Exercise

Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

Type of feedback:
Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.
Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, people




pirate
eskimo
clown
witch
vampire
elf
astronaut
indian

Name of lesson: Find the Picture

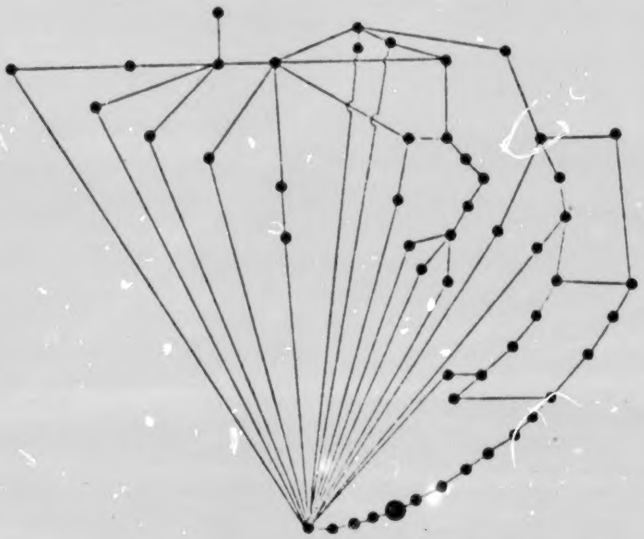
Type of lesson: Post-test

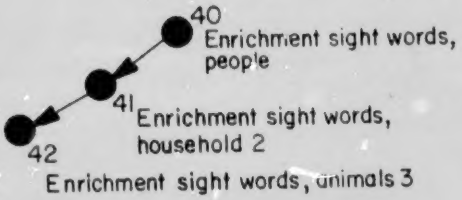
Task: PLATO displays three rows of four boxes. Each box contains a picture. At the bottom of the screen one word appears. The child is to touch the picture named in the word.

Type of feedback:

Appropriate response -- the name appears under the appropriate picture
Inappropriate response -- the word disappears, and PLATO goes on to the next word.

Objective: Enrichment sight words, household2




40
Enrichment sight words, people
41
Enrichment sight words, household 2
42
Enrichment sight words, animals 3

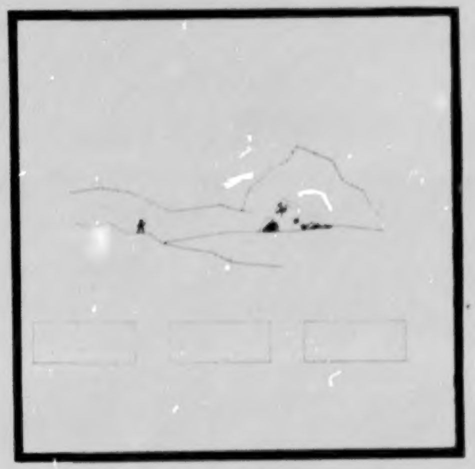
Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

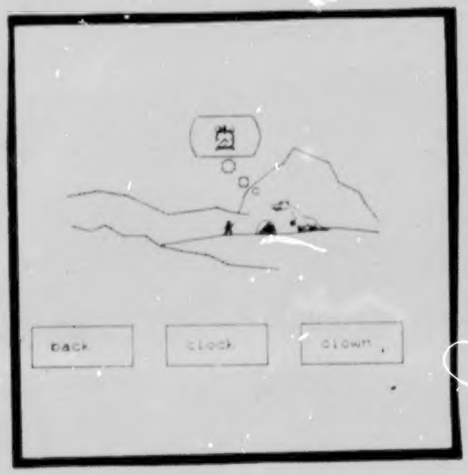
1. telephone
2. needle
3. vase
4. candle
5. yarn
6. umbrella
7. scissors
8. radio
9. lamp
10. clock

Available activities:

1. Pre-test -- Dragon and the Knight
2. Exercise -- Word Practice
3. Exercise -- Guess the Picture
4. Practice -- Tic Tac Toe
5. Exercise -- Word List
6. Post-test -- Find the Picture

Objective: Enrichment sight words, household2





Name of lesson: Dragon and the Knight

Type of lesson: Pretest

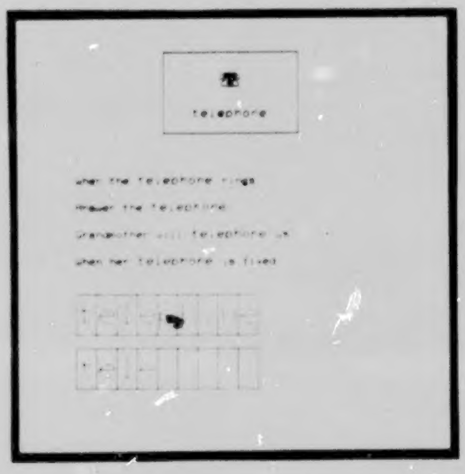
Task: The child sees a picture of a dragon and a knight. The dragon is in a cave, guarding a box of gold, which the knight wants to recover. The dragon daydreams about things he like to eat. The appropriate object appears in a bubble over the dragon's head. Three words, one of which matches the picture in the bubble, appear at the bottom of the screen. The child is to touch the word that matches the picture in the bubble.

Type of feedback:

Correct response -- The object dreamt of by the dragon appears, and as he eats it, the knight gets the gold.

Incorrect response -- The incorrectly chosen word disappears, and the child is given a second chance. If the child chooses incorrectly a second time the dragon stops daydreaming and guards the gold.

Objective: Enrichment sight words, household2



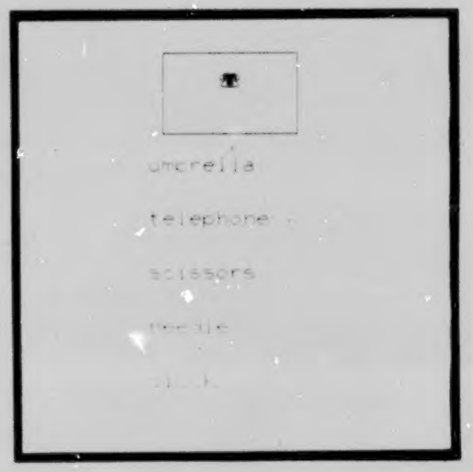
telephone

when the telephone rings

answer the telephone

Grandmother will telephone us

when her telephone is fixed



umbrella

telephone

scissors

needle

[illegible]

Name of lesson: Word Practice

Type of lesson: Exercise

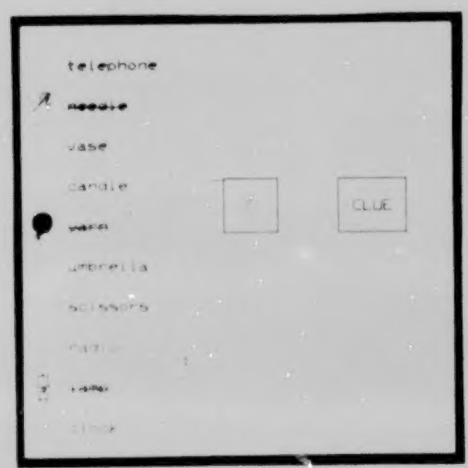
Task: PLATO displays the target word in a box at the top of the screen. A picture of the item named in the target word appears above the box. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words. In this exercise the picture of the word appears at the top of the screen.

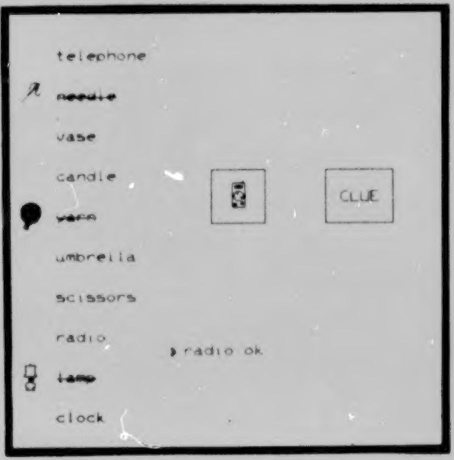
Type of feedback:

Correct response -- In typing, the letters appear appropriately.
In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear.
In word indentification, the correct word is boxed.

Objective: Enrichment sight words, household2


telephone
~~needle~~
vase
candle
~~yarn~~
umbrella
scissors
radio
~~lamp~~
clock
CLUE


telephone
~~needle~~
vase
candle
~~yarn~~
umbrella
scissors
radio
~~lamp~~
clock
CLUE
radio ok

Name of lesson: Guess the Picture

Type of lesson: Exercise

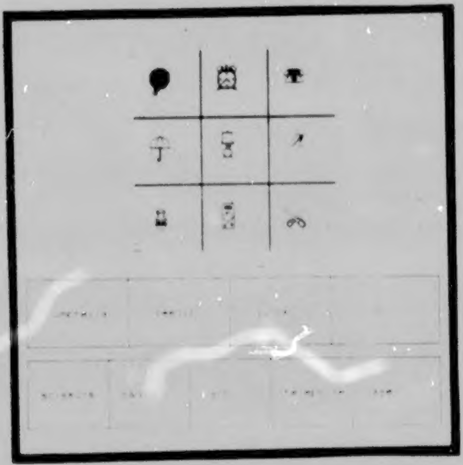
Task: PLATO displays ten words at the left side of the screen. The child is shown a partially filled-in picture and is asked to guess what the picture represents. He answers by typing the word. If he wants to see more of the picture, he touches the "clue" box. If he asks for enough clues to fill in the entire picture, he may still type in the answer. If he still does not know the name of the picture, he may request and receive that information.

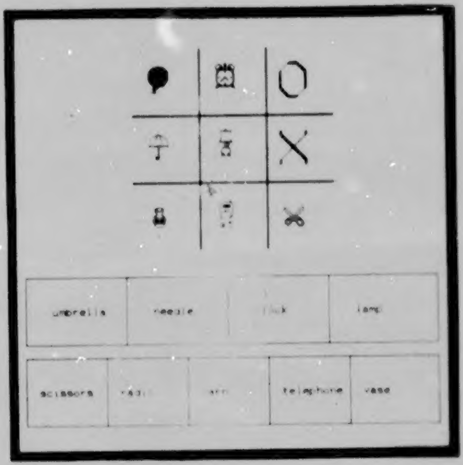
Type of feedback:

Appropriate response -- The child receives the requested information. If the child is typing, the appropriate letters appear.

Inappropriate response -- PLATO tells the correct answer.

Objective: Enrichment sight words, household2





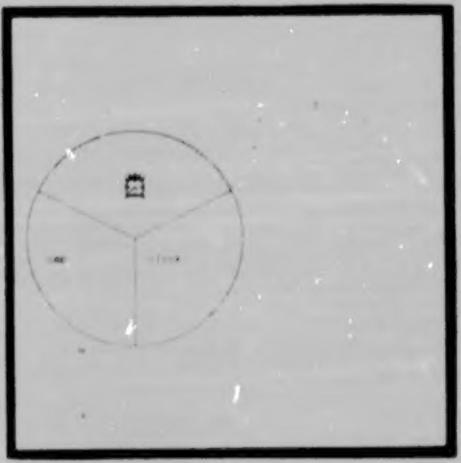
Name of lesson: Tic-Tac-Toe

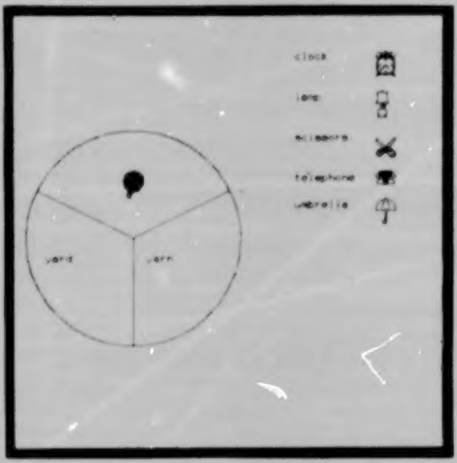
Type of lesson: Practice

Task: A standard tic-tac-toe board is displayed, with a picture in each square. Below, the written word for each picture appears in a series of boxes. To put an "x" in a square, the child must touch the word which corresponds to the picture in the desired square. The child's "opponent" is PLATO, who plays with the "o." PLATO will place his "o" on squares containing words which our programs have determined that the child knows best. Thus PLATO does not have a "win" strategy, but the child will be forced to deal with words he needs most practice with.

Type of feedback:
Appropriate response -- child's "x" appears in the desired square
Inappropriate response -- PLATO warns child that the square he has chosen is already taken

Objective: Enrichment sight words, household2





Name of lesson: Word List

Type of lesson: Exercise

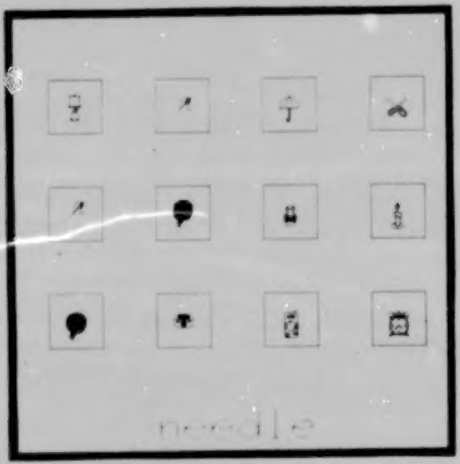
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

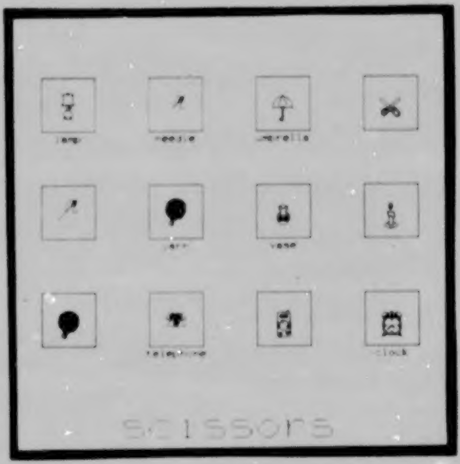
Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, household2




lamp
needle
umbrella
yarn
vase
telephone
clock
scissors

Name of lesson: Find the Picture

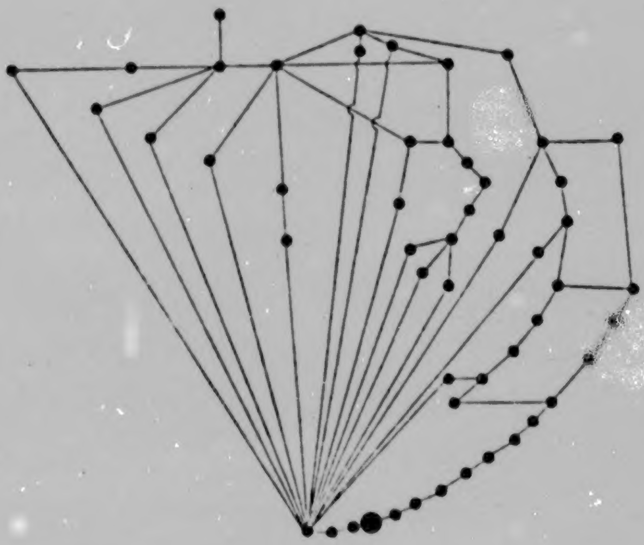
Type of lesson: Post-test

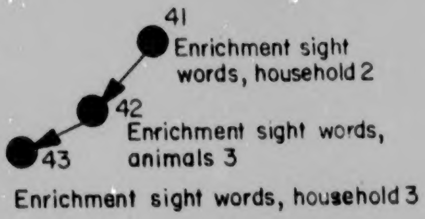
Task: PLATO displays three rows of four boxes. Each box contains a picture. At the bottom of the screen one word appears. The child is to touch the picture named in the word.

Type of feedback:

Appropriate response -- the name appears under the appropriate picture
Inappropriate response -- the word disappears, and PLATO goes on to the next word.

Objective: Enrichment sight words, animals3




41
Enrichment sight words, household 2
42
Enrichment sight words, animals 3
43
Enrichment sight words, household 3

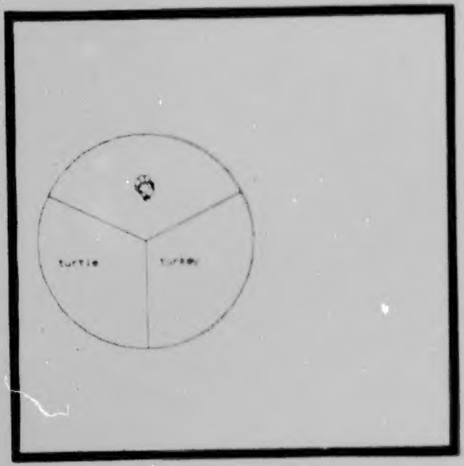
Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

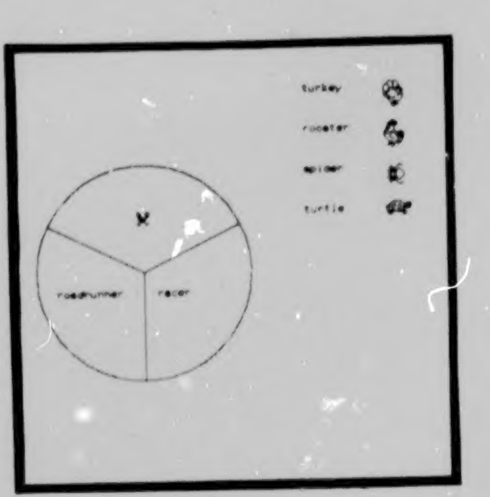
1. grasshopper
2. worm
3. spider
4. turkey
5. bee
6. fish
7. roadrunner
8. bird
9. rooster
10. turtle

Available activities:

1. Pre-test -- Word List
2. Exercise -- Word Practice
3. Practice -- Tic Tac Toe
4. Exercise -- Guess the Picture
5. Exercise -- Word List
6. Post-test -- Find the Picture

Objective: Enrichment sight words, animals3


turtle
turkey


turkey
rooster
spider
turtle
roadrunner
racer

Name of lesson: Word List

Type of lesson: Pretest

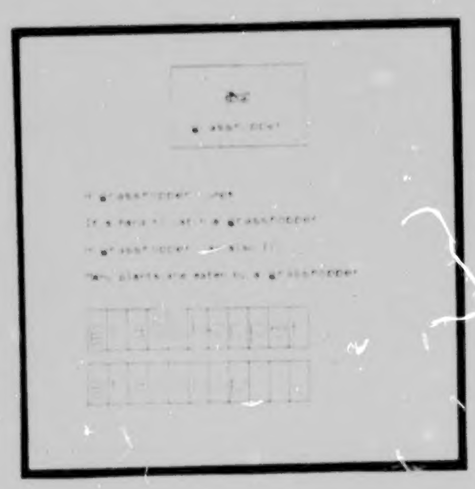
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

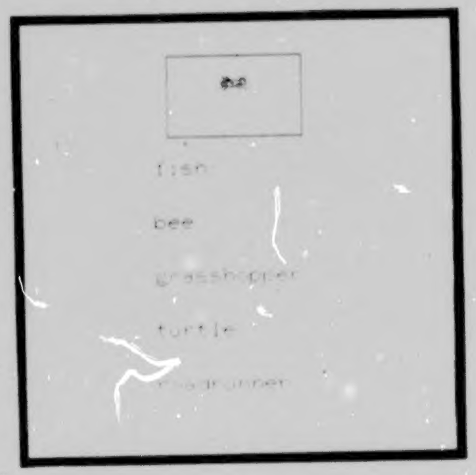
Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, animals3





fish

bee

grasshopper

turtle

roadrunner

Name of lesson: Word Practice

Type of lesson: Exercise

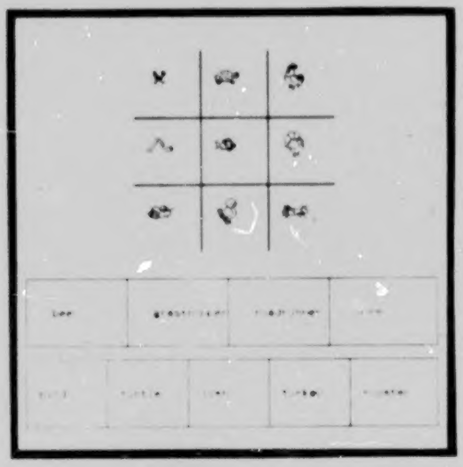
Task: PLATO displays the target word in a box at the top of the screen. A picture of the item named in the target word appears above the box. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words. In this exercise the picture of the word appears at the top of the screen.

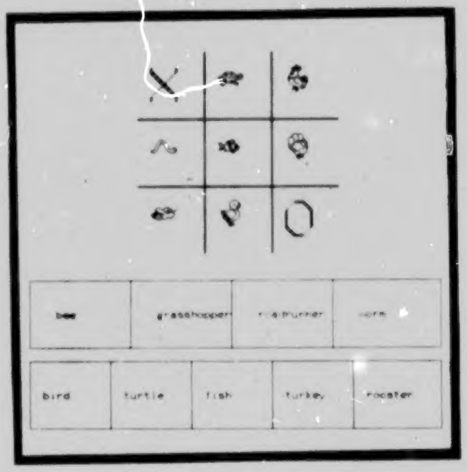
Type of feedback:

Correct response -- In typing, the letters appear appropriately.
In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear.
In word indentification, the correct word is boxed.

Objective: Enrichment sight words, animals3





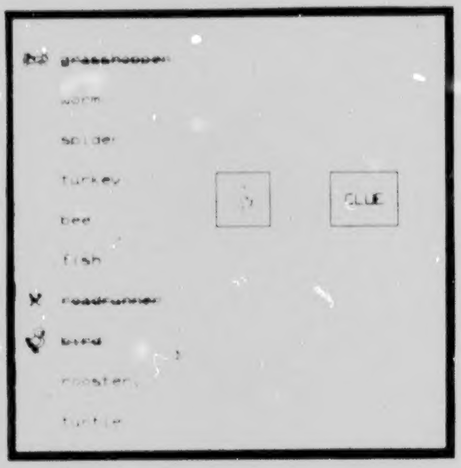
Name of lesson: Tic-Tac-Toe

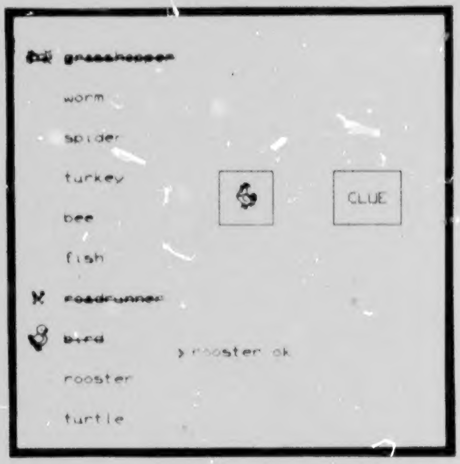
Type of lesson: Practice

Task: A standard tic-tac-toe board is displayed, with a picture in each square. Below, the written word for each picture appears in a series of boxes. To put an "x" in a square, the child must touch the word which corresponds to the picture in the desired square. The child's "opponent" is PLATO, who plays with the "o." PLATO will place his "o" on squares containing words which our programs have determined that the child knows best. Thus PLATO does not have a "win" strategy, but the child will be forced to deal with words he needs most practice with.

Type of feedback:
Appropriate response -- child's "x" appears in the desired square
Inappropriate response -- PLATO warns child that the square he has chosen is already taken

Objective: Enrichment sight words, animals3


~~grasshopper~~
worm
spider
turkey
bee
fish
~~roadrunner~~
~~bird~~
rooster
turtle
CLUE


~~grasshopper~~
worm
spider
turkey
bee
fish
~~roadrunner~~
~~bird~~
rooster
turtle
CLUE
> rooster ok

Name of lesson: Guess the Picture

Type of lesson: Exercise

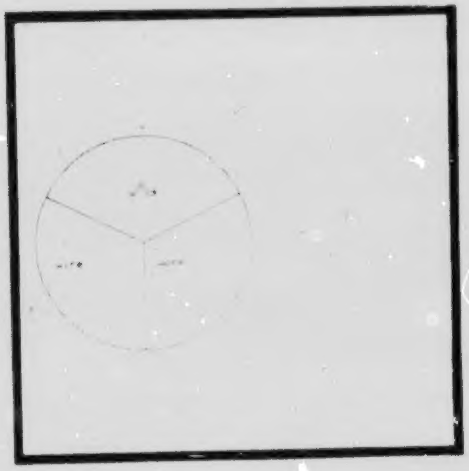
Task: PLATO displays ten words at the left side of the screen. The child is shown a partially filled-in picture and is asked to guess what the picture represents. He answers by typing the word. If he wants to see more of the picture, he touches the "clue" box. If he asks for enough clues to fill in the entire picture, he may still type in the answer. If he still does not know the name of the picture, he may request and receive that information.

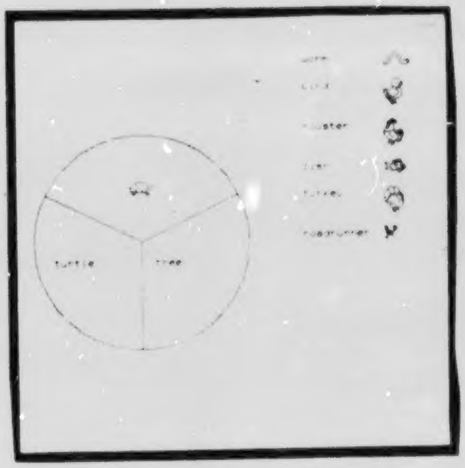
Type of feedback:

Appropriate response -- The child receives the requested information. If the child is typing, the appropriate letters appear.

Inappropriate response -- PLATO tells the correct answer.

Objective: Enrichment sight words, animals3





Name of lesson: Word List

Type of lesson: Exercise

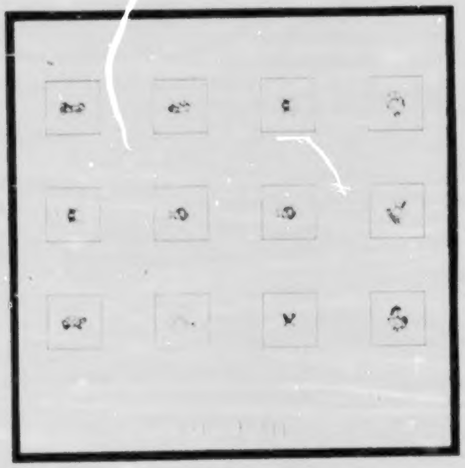
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

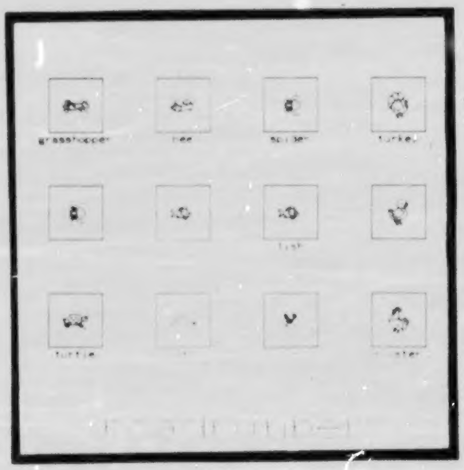
Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, animals3





Name of lesson: Find the Picture

Type of lesson: Post-test

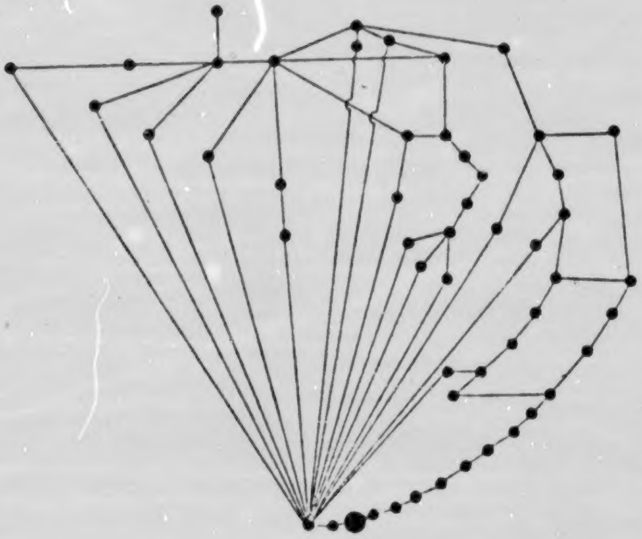
Task: PLATO displays three rows of four boxes. Each box contains a picture. At the bottom of the screen one word appears. The child is to touch the picture named in the word.

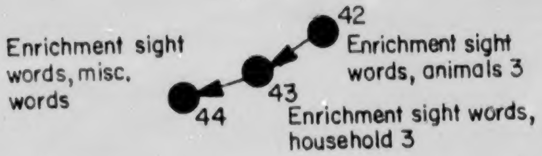
Type of feedback:

Appropriate response -- the name appears under the appropriate picture

Inappropriate response -- the word disappears, and PLATO goes on to the next word.

Objective: Enrichment sight words, household3




42
Enrichment sight words, animals 3
43
Enrichment sight words, household 3
44
Enrichment sight words, misc. words

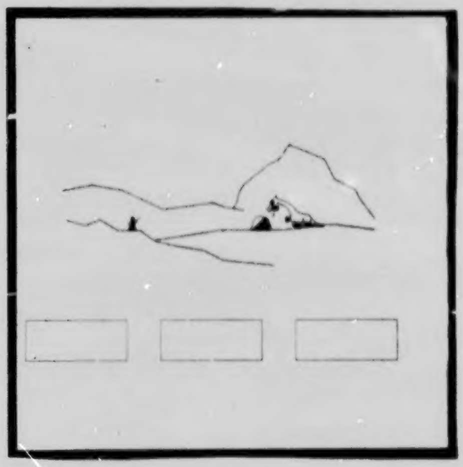
Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

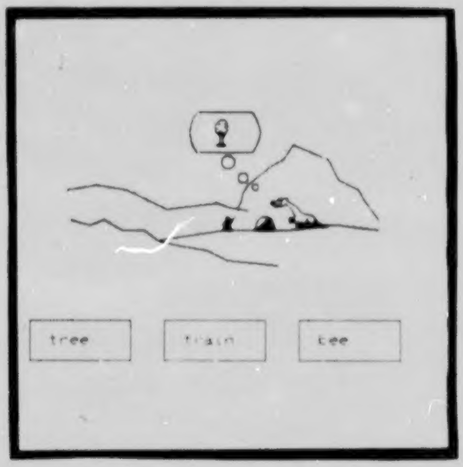
1. window
2. hammer
3. garbage can
4. gate
5. house
6. nail
7. antenna
8. roof
9. tree
10. rake

Available activities:

1. Pre-test -- Dragon and the Knight
2. Exercise -- Word Practice
3. Practice -- Concentration (Picture/Word)
4. Exercise -- Guess the Picture
5. Practice -- Tic Tac Toe
6. Exercise -- Word List
7. Post-test -- Find the Picture

Objective: Enrichment sight words, **household3**





Name of lesson: Dragon and the Knight

Type of lesson: Pretest

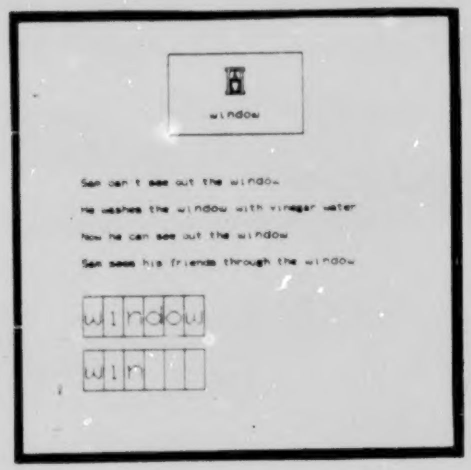
Task: The child sees a picture of a dragon and a knight. The dragon is in a cave, guarding a box of gold, which the knight wants to recover. The dragon daydreams about things he like to eat. The appropriate object appears in a bubble over the dragon's head. Three words, one of which matches the picture in the bubble, appear at the bottom of the screen. The child is to touch the word that matches the picture in the bubble.

Type of feedback:

Correct response -- The object dreamt of by the dragon appears, and as he eats it, the knight gets the gold.

Incorrect response -- The incorrectly chosen word disappears, and the child is given a second chance. If the child chooses incorrectly a second time the dragon stops daydreaming and guards the gold.

Objective: Enrichment sight words, household3

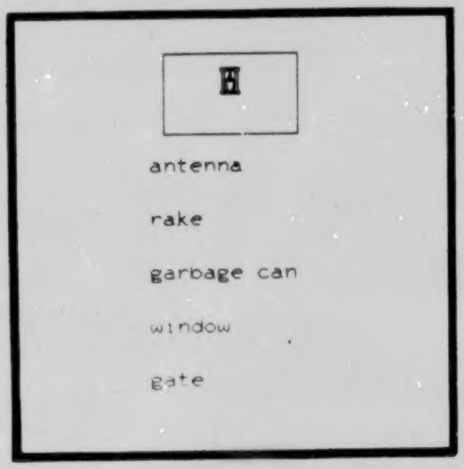


Sam can't see out the window

He washes the window with vinegar water

Now he can see out the window

Sam sees his friends through the window



antenna

rake

garbage can

window

gate

Name of lesson: Word Practice

Type of lesson: Exercise

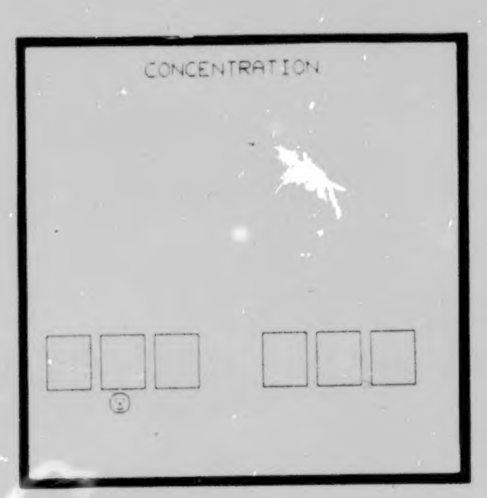
Task: PLATO displays the target word in a box at the top of the screen. A picture of the item named in the target word appears above the box. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words. In this exercise the picture of the word appears at the top of the screen.

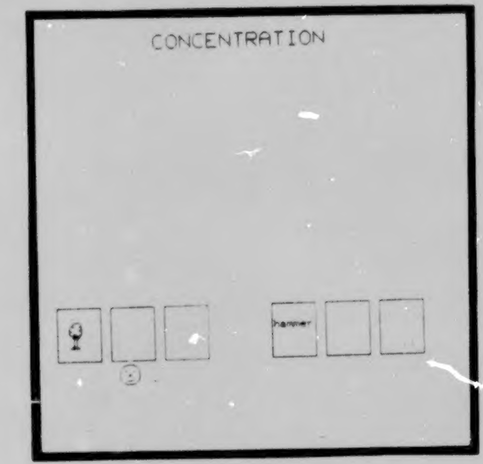
Type of feedback:

Correct response -- In typing, the letters appear appropriately.
In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear.
In word indentification, the correct word is boxed.

Objective: Enrichment sight words, household3





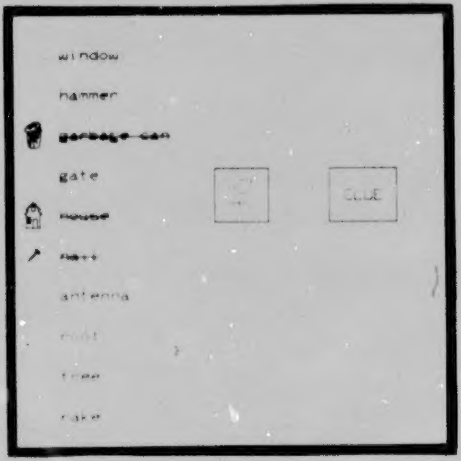
Name of lesson: Concentration (picture/word)

Type of lesson: Practice

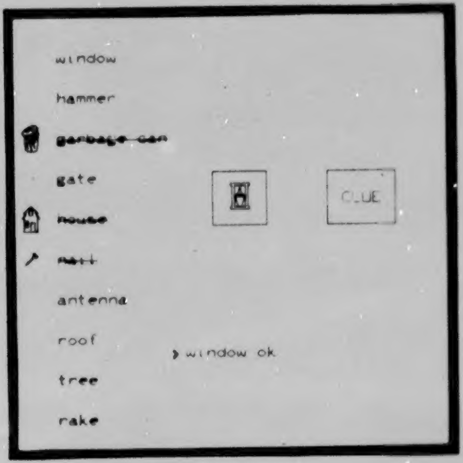
Task: PLATO displays a set of boxes on the left of the screen and a symmetrical set on the right side. Pictures are hidden under the boxes on the left and corresponding words are hidden under the boxes on the right. The child can see what is hidden by touching the box; he must match a picture with a word.

Type of feedback:
Correct answer -- matching boxes erase
Incorrect answer -- non-matching boxes do not erase

Objective: Enrichment sight words, household3



window
hammer
~~garbage can~~
gate
~~house~~
~~nail~~
antenna
roof
tree
rake



window
hammer
~~garbage can~~
gate
~~house~~
~~nail~~
antenna
roof
tree
rake

> window ok

Name of lesson: Guess the Picture

Type of lesson: Exercise

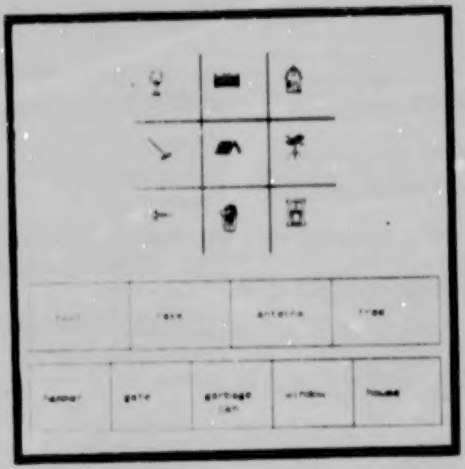
Task: PLATO displays ten words at the left side of the screen. The child is shown a partially filled-in picture and is asked to guess what the picture represents. He answers by typing the word. If he wants to see more of the picture, he touches the "clue" box. If he asks for enough clues to fill in the entire picture, he may still type in the answer. If he still does not know the name of the picture, he may request and receive that information.

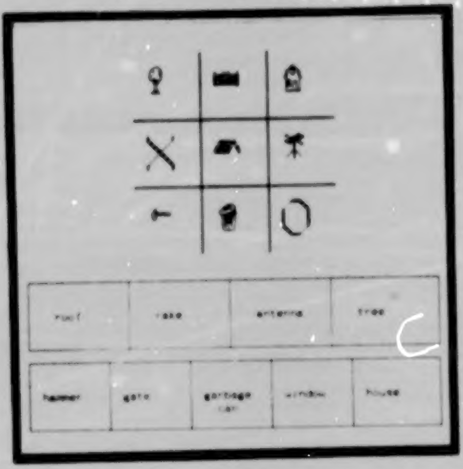
Type of feedback:

Appropriate response -- The child receives the requested information. If the child is typing, the appropriate letters appear.

Inappropriate response -- PLATO tells the correct answer.

Objective: Enrichment sight words, household3


roof
rake
antenna
tree
hammer
gate
garbage can
window
house


roof
rake
antenna
tree
hammer
gate
garbage can
window
house

Name of lesson: Tic-Tac-Toe

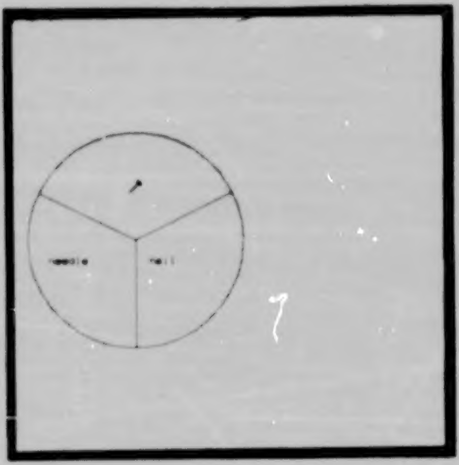
Type of lesson: Practice

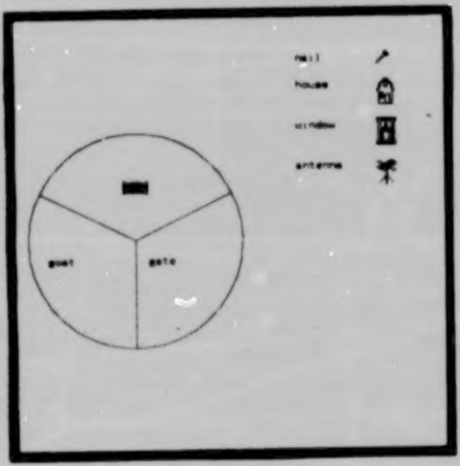
Task: A standard tic-tac-toe board is displayed, with a picture in each square. Below, the written word for each picture appears in a series of boxes. To put an "x" in a square, the child must touch the word which corresponds to the picture in the desired square. The child's "opponent" is PLATO, who plays with the "o." PLATO will place his "o" on squares containing words which our programs have determined that the child knows best. Thus PLATO does not have a "win" strategy, but the child will be forced to deal with words he needs most practice with.

Type of feedback:

Appropriate response -- child's "x" appears in the desired square
Inappropriate response -- PLATO warns child that the square he has chosen is already taken

Objective: Enrichment sight words, household3





Name of lesson: Word List

Type of lesson: Exercise

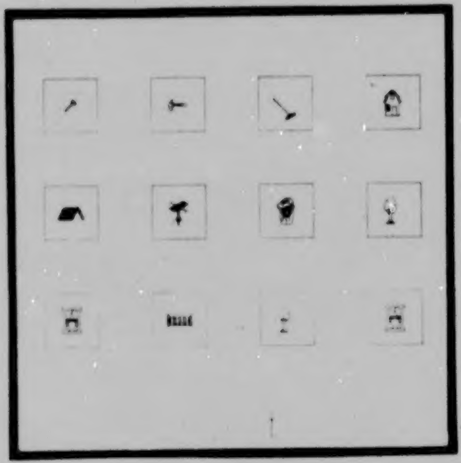
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

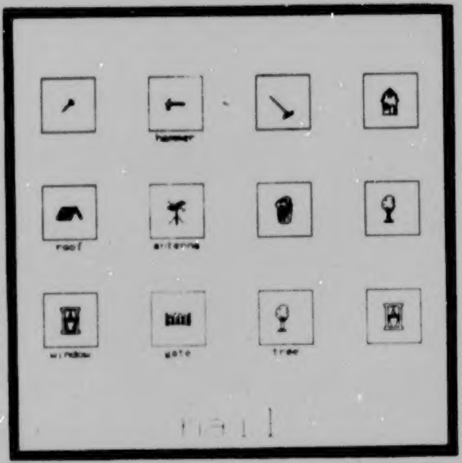
Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, household3





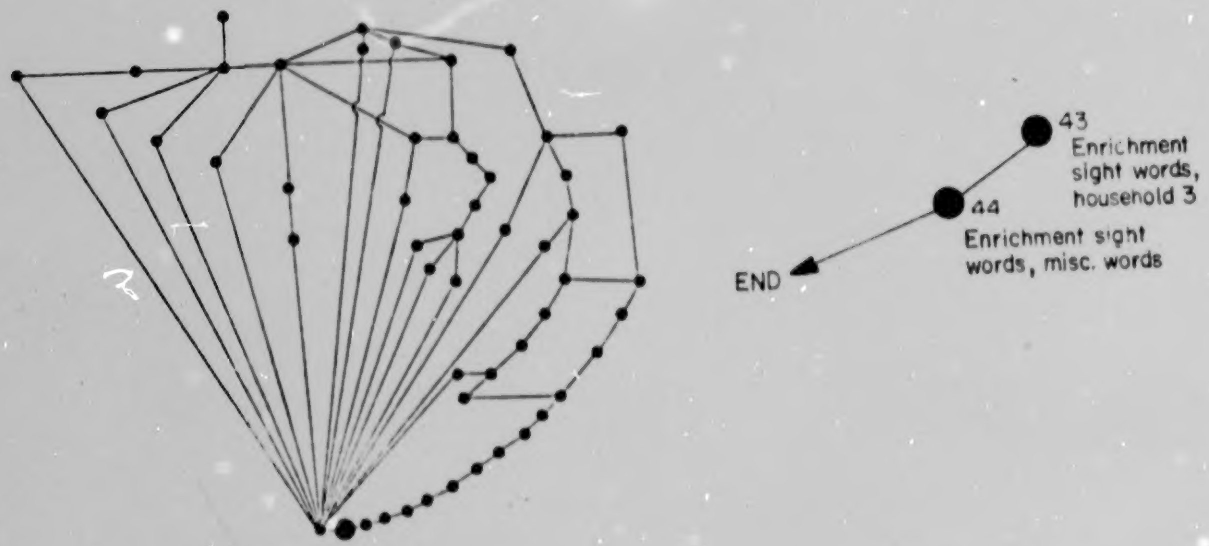
Name of lesson: Find the Picture

Type of lesson: Post-test

Task: PLATO displays three rows of four boxes. Each box contains a picture. At the bottom of the screen one word appears. The child is to touch the picture named in the word.

Type of feedback:
Appropriate response -- the name appears under the appropriate picture
Inappropriate response -- the word disappears, and PLATO goes on to the next word.

Objective: Enrichment sight words, misc. words


43
Enrichment sight words, household 3
44
Enrichment sight words, misc. words
END

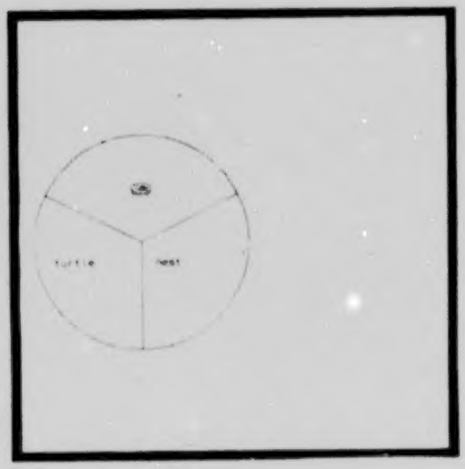
Goal: Given a specified high-interest, picturable word, the child will read the word without having to decode it phonetically. The following words will be used:

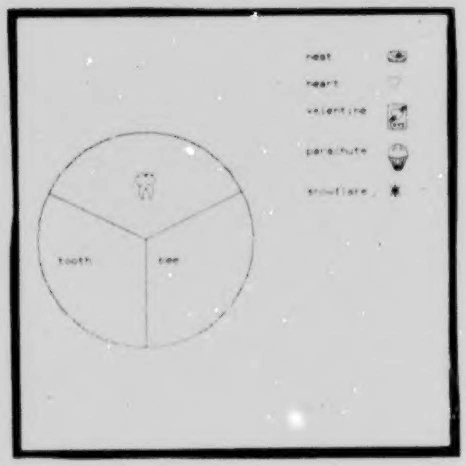
1. snowflake
2. valentine
3. cactus
4. nest
5. bone
6. heart
7. moon
8. tooth
9. parachute
10. leaf

Available activities:

1. Pre-test -- Word List
2. Exercise -- Word Practice
3. Practice -- Tic Tac Toe
4. Exercise -- Dragon and the Knight
5. Practice -- Guess the Picture
6. Exercise -- Guess the Picture
7. Post-test -- Find the Picture

Objective: Enrichment sight words, misc. words


turtle
nest


tooth
tee
nest
heart
valentine
parachute
snowflake

Name of lesson: Word List

Type of lesson: Pretest

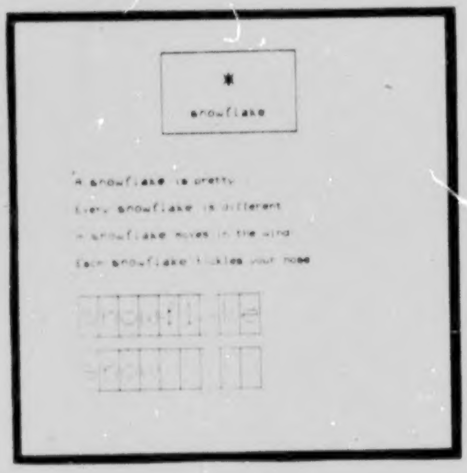
Task: A picture and two words are displayed in a divided circle. The child touches the word that goes with the picture.

Type of feedback:

Correct response -- The properly matched word and picture become part of a list of correct responses, kept on the right hand side of the screen.

Incorrect response -- The display cycles to the next set of words and pictures.

Objective: Enrichment sight words, misc. words



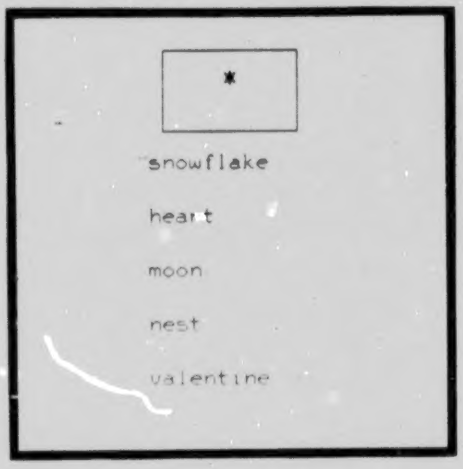
snowflake

A snowflake is pretty

Every snowflake is different

A snowflake moves in the wind

Each snowflake tickles your nose



snowflake

heart

moon

nest

valentine

Name of lesson: Word Practice

Type of lesson: Exercise

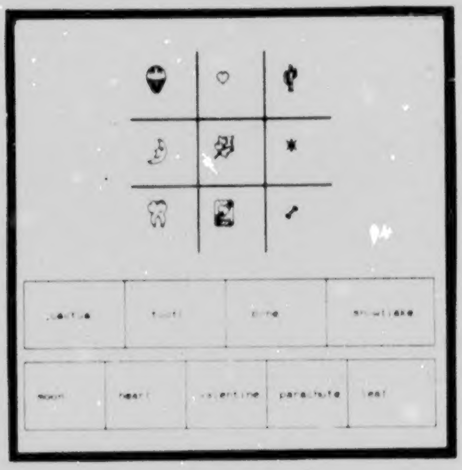
Task: PLATO displays the target word in a box at the top of the screen. A picture of the item named in the target word appears above the box. PLATO then displays, one at a time, four sentences using that word. Each sentence is read to the child, and in each sentence the target word is in larger type than are the other words. PLATO then puts the word at the bottom of the screen, and the child is asked to type the word. Finally, the child must choose the target word from a field of other words. In this exercise the picture of the word appears at the top of the screen.

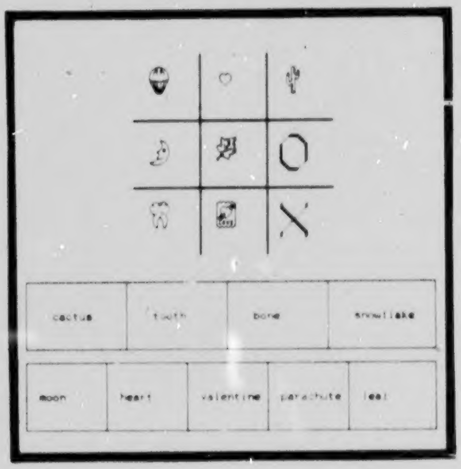
Type of feedback:

Correct response -- In typing, the letters appear appropriately.
In identifying the correct word, the word reappears in a box.

Incorrect response -- In typing, incorrect letters do not appear.
In word indentification, the correct word is boxed.

Objective: Enrichment sight words, misc. words


cactus
tooth
bone
snowflake
moon
heart
valentine
parachute
leaf


cactus
tooth
bone
snowflake
moon
heart
valentine
parachute
leaf

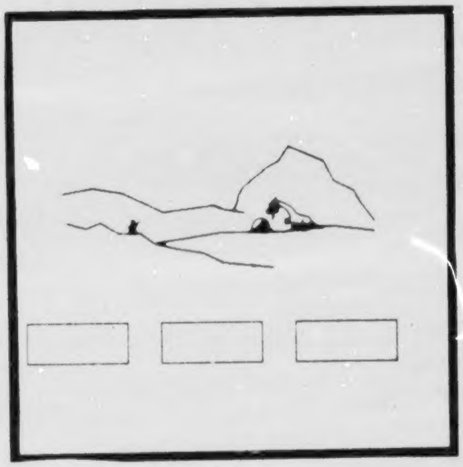
Name of lesson: Tic-Tac-Toe

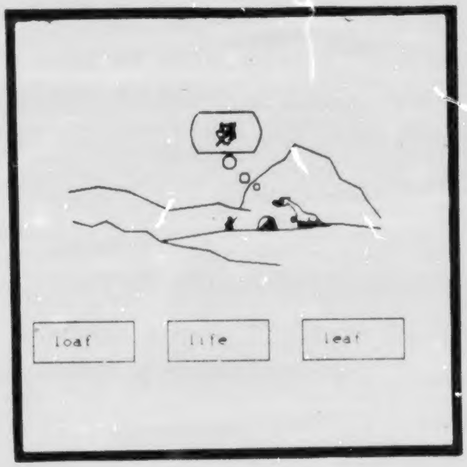
Type of lesson: Practice

Task: A standard tic-tac-toe board is displayed, with a picture in each square. Below, the written word for each picture appears in a series of boxes. To put an "x" in a square, the child must touch the word which corresponds to the picture in the desired square. The child's "opponent" is PLATO, who plays with the "o." PLATO will place his "o" on squares containing words which our programs have determined that the child knows best. Thus PLATO does not have a "win" strategy, but the child will be forced to deal with words he needs most practice with.

Type of feedback:
Appropriate response -- child's "x" appears in the desired square
Inappropriate response -- PLATO warns child that the square he has chosen is already taken

Objective: Enrichment sight words, misc. words





Name of lesson: Dragon and the Knight

Type of lesson: **Exercise**

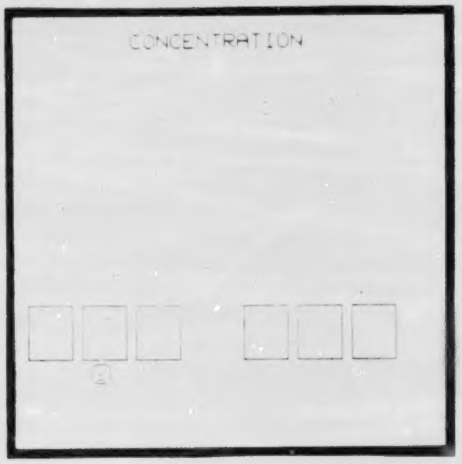
Task: The child sees a picture of a dragon and a knight. The dragon is in a cave, guarding a box of gold, which the knight wants to recover. The dragon daydreams about things he like to eat. The appropriate object appears in a bubble over the dragon's head. Three words, one of which matches the picture in the bubble, appear at the bottom of the screen. The child is to touch the word that matches the picture in the bubble.

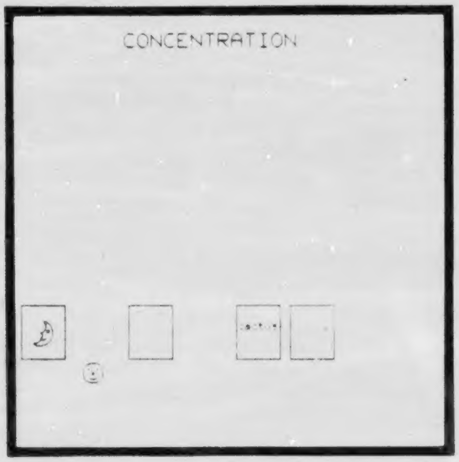
Type of feedback:

Correct response -- The object dreamt of by the dragon appears, and as he eats it, the knight gets the gold.

Incorrect response -- The incorrectly chosen word disappears, and the child is given a second chance. If the child chooses incorrectly a second time the dragon stops daydreaming and guards the gold.

Objective: Enrichment sight words, misc. words





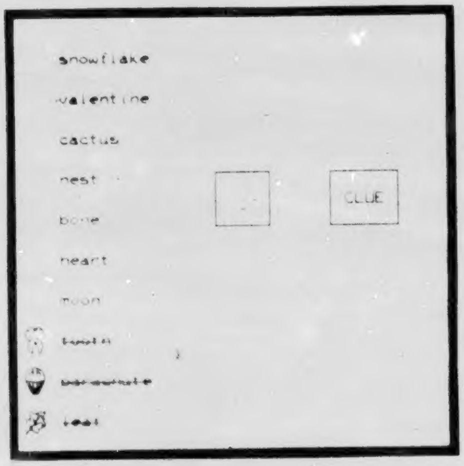
Name of lesson: Concentration (picture/word)

Type of lesson: Practice

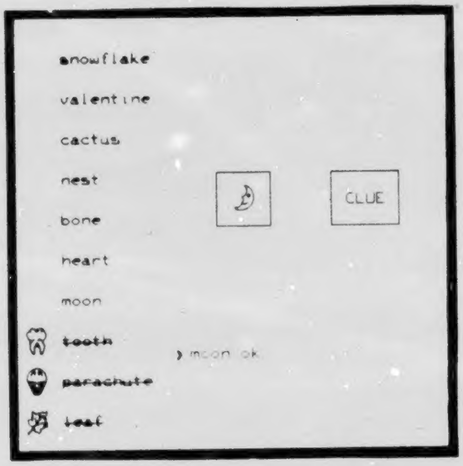
Task: PLATO displays a set of boxes on the left of the screen and a symmetrical set on the right side. Pictures are hidden under the boxes on the left and corresponding words are hidden under the boxes on the right. The child can see what is hidden by touching the box; he must match a picture with a word.

Type of feedback:
Correct answer -- matching boxes erase
Incorrect answer -- non-matching boxes do not erase

Objective: Enrichment sight words, misc. words



snowflake
valentine
cactus
nest
bone
heart
moon
~~tooth~~
~~parachute~~
~~leaf~~



snowflake
valentine
cactus
nest
bone
heart
moon
~~tooth~~
~~parachute~~
~~leaf~~

› moon ok

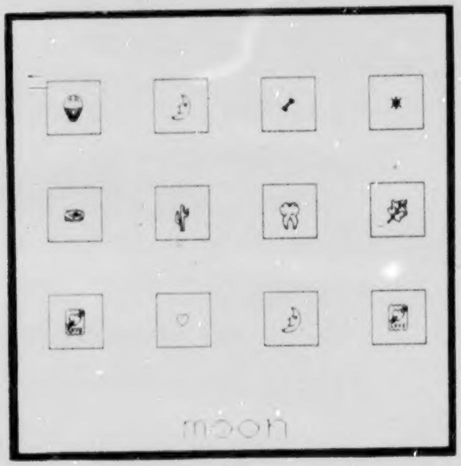
Name of lesson: Guess the Picture

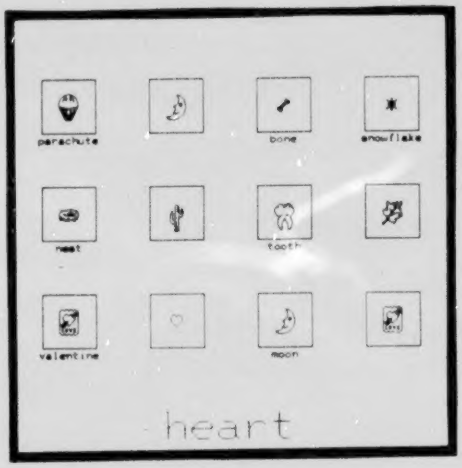
Type of lesson: Exercise

Task: PLATO displays ten words at the left side of the screen. The child is shown a partially filled-in picture and is asked to guess what the picture represents. He answers by typing the word. If he wants to see more of the picture, he touches the "clue" box. If he asks for enough clues to fill in the entire picture, he may still type in the answer. If he still does not know the name of the picture, he may request and receive that information.

Type of feedback:
Appropriate response -- The child receives the requested information. If the child is typing, the appropriate letters appear.
Inappropriate response -- PLATO tells the correct answer.

Objective: Enrichment sight words, misc. words




parachute
bone
snowflake
nest
tooth
valentine
moon
heart

Name of lesson: Find the Picture

Type of lesson: Post-test

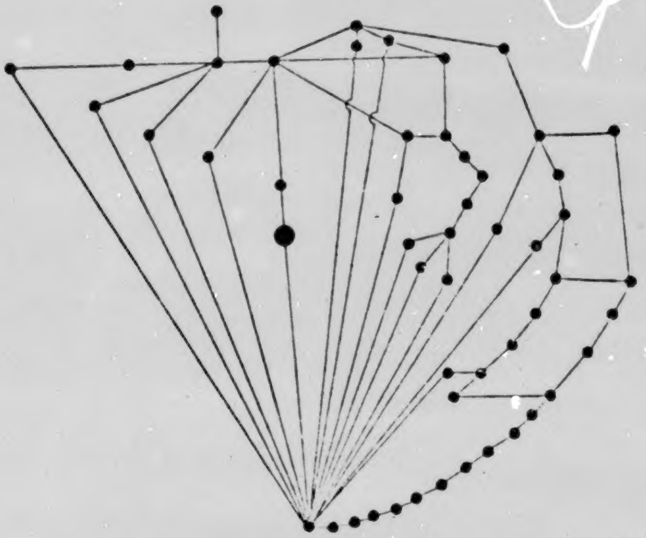
Task: PLATO displays three rows of four boxes. Each box contains a picture. At the bottom of the screen one word appears. The child is to touch the picture named in the word.

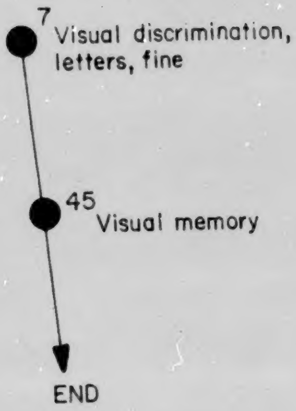
Type of feedback:
Appropriate response -- the name appears under the appropriate picture
Inappropriate response -- the word disappears, and PLATO goes on to the next word.

MISC.

Objective	Page
Visual memory	382
Left to right processing	384
Interpretation	386
Concept of up/down	388
Concept of under	390
Concept of left/right	392

Objective: Visual Memory



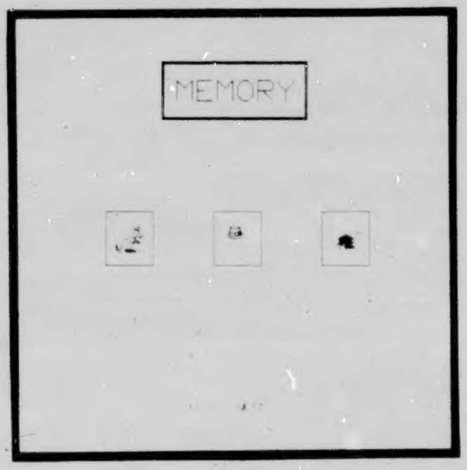

7
Visual discrimination, letters, fine
45
Visual memory
END

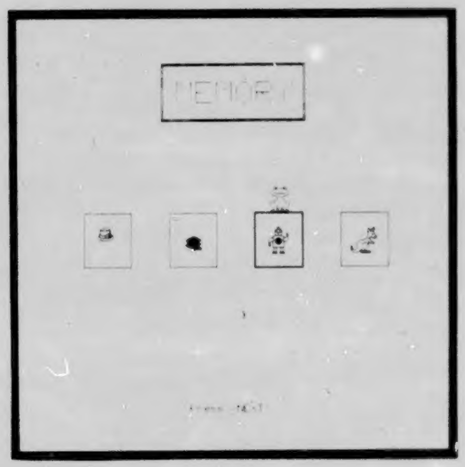
Goal: The student will increase the number of independent items which he can remember over a short period of time.

Available activities:

1. Diagnostic test -- The Game of Memory

Objective: Visual memory





Name of lesson: The Game of Memory

Type of lesson: Exercise

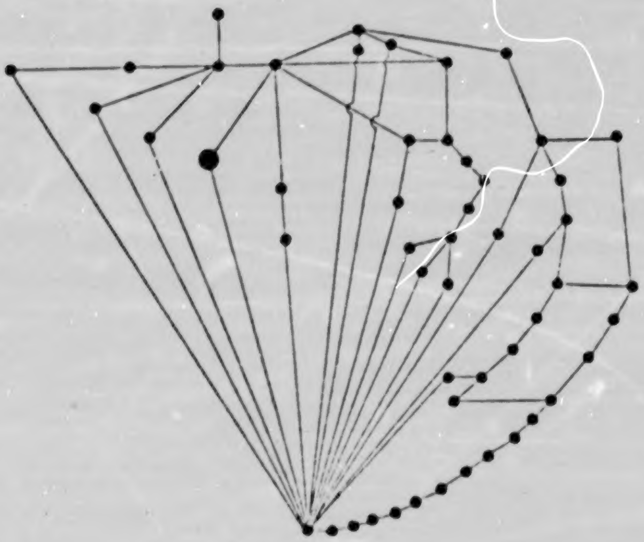
Task: PLATO 1) displays one or several items on the screen; 2) erases the display when the child presses the NEXT key to indicate he has "memorized" the display; 3) re-displays the item or items, with one new item added. 4) Then the child is asked to identify the new item by touching it. The number of items to memorize increases from 1 to 7 according to the child's success.

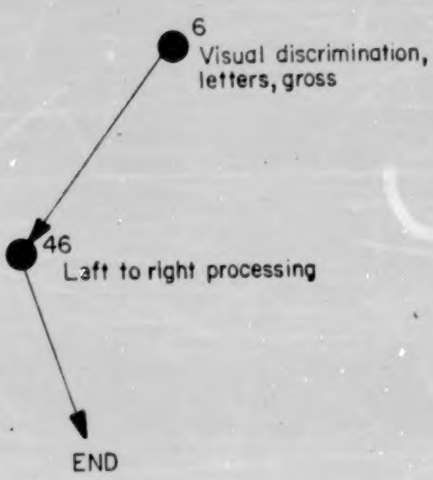
Type of feedback:

Correct response -- child receives display indicating he has performed correctly -- i.e., Freddy Frog hops to correct item. Also, every three or four correct responses result in audio praise.

Incorrect response -- Freddy hops to correct item

Objective: Left-to-right processing



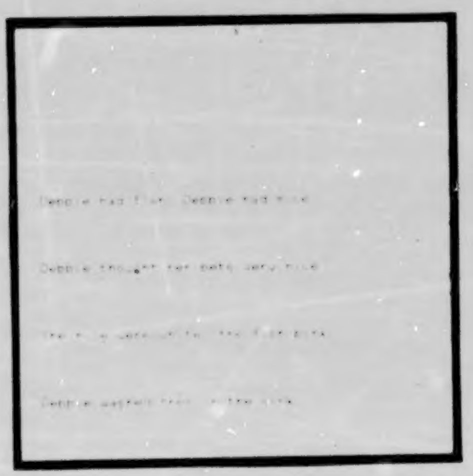

6
Visual discrimination, letters, gross
46
Left to right processing
END

Goal: The student will process text in a left-to-right and up-to-down manner.

Available activities:

1. Diagnostic Test -- Find Your Name

Objective: Left-to-right processing

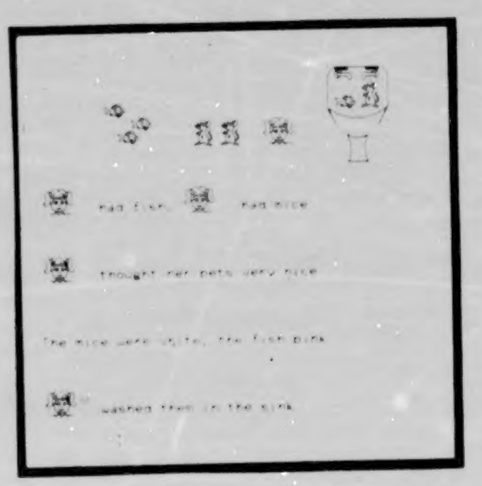


Debbie had fish. Debbie had mice

Debbie thought her pets very nice

The mice were white, the fish pink

Debbie washed them in the sink



had fish. had mice

thought her pets very nice

The mice were white, the fish pink

washed them in the sink

Name of lesson: Find your name

Type of lesson: Diagnostic test

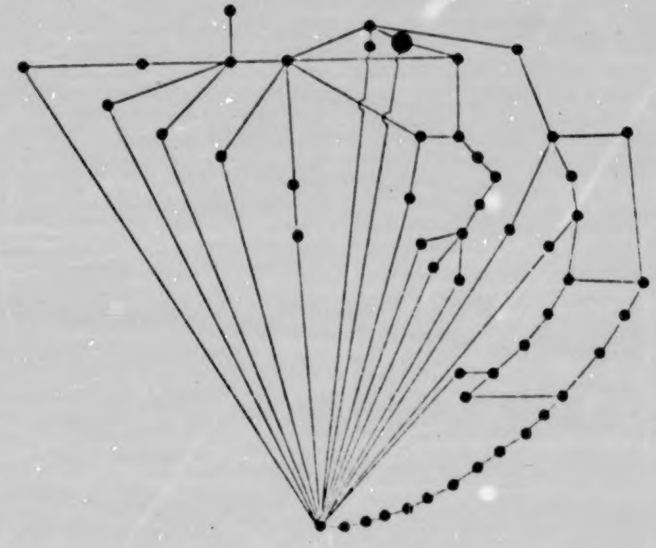
Task: PLATO displays four sentences. The child's name appears in three of the sentences, twice in one of the sentences. The child's task is to touch each occurrence of his name; PLATO is looking for left-to-right, top-to-bottom touches.

Type of feedback:

Appropriate response: When the child touches his name (in any order), a picture of a boy appears if the child is a boy, or a picture of a girl appears if the child is a girl. When all occurrences of the name have been touched, PLATO reads and illustrates the story.

Inappropriate response: ignored

Objective: Interpretation

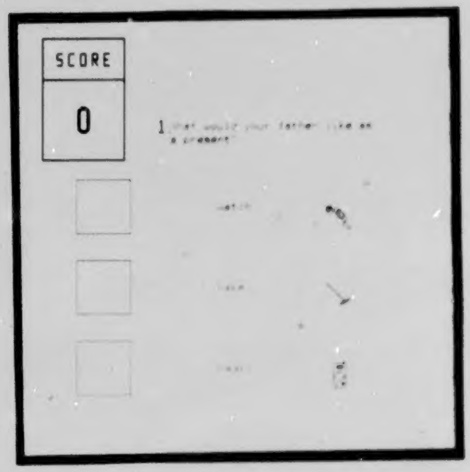


Goal: The student will draw upon experiences from his own past in order to make judgements about new information.

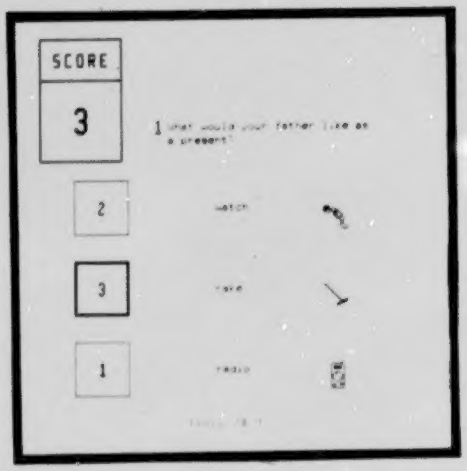
Available activities:

1. Practice -- Match Game

Objective: Interpretation



1 what would your father like as a present?



1 what would your father like as a present?

2 watch

3 rake

1 radio

Name of lesson: The Match Game

Type of lesson: Practice

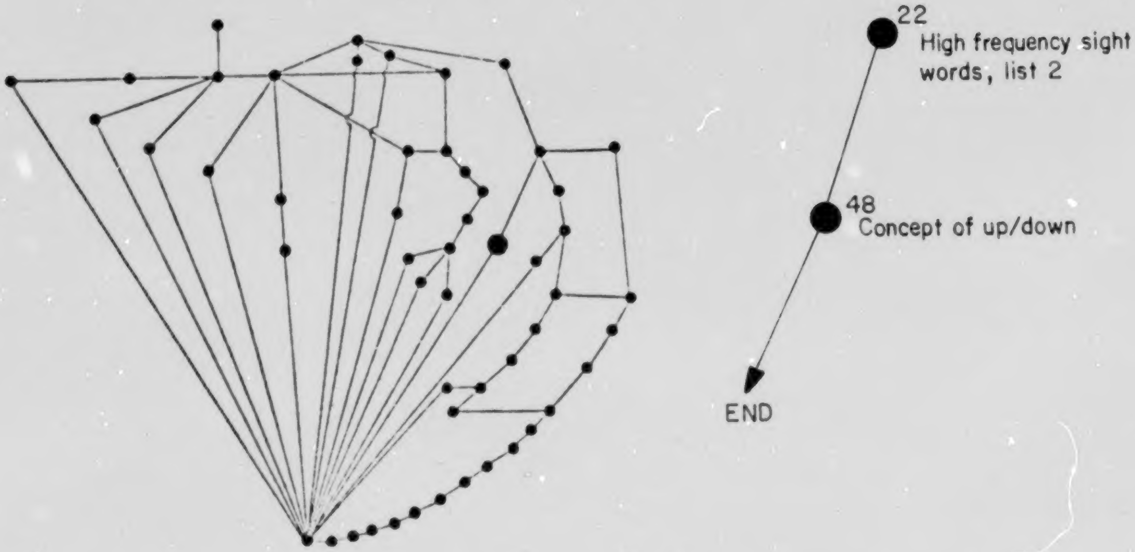
Task: PLATO presents ten questions, one at a time, together with three alternative answers for each question. The child's task is to choose the answer which he feels most of his friends would choose. Thus the focus is on thinking about what other people think.

Type of feedback:

Appropriate response: The child's answer receives a score from one to three, depending upon what portion of those who have previously played the game made a response identical to the child's. The more "matches" to the child's answer, the higher the score.

Inappropriate response: Responses other than optimum are "inappropriate" only in the sense that fewer people have chosen the "inappropriate" item. These responses receive a lower score (1 or 2) than the optimum (3).

Objective: Concept of up/down

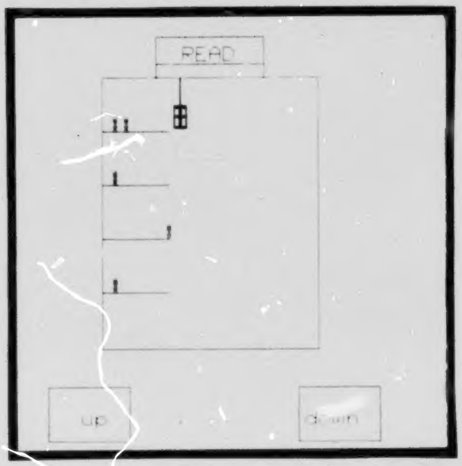

22
High frequency sight words, list 2
48
Concept of up/down
END

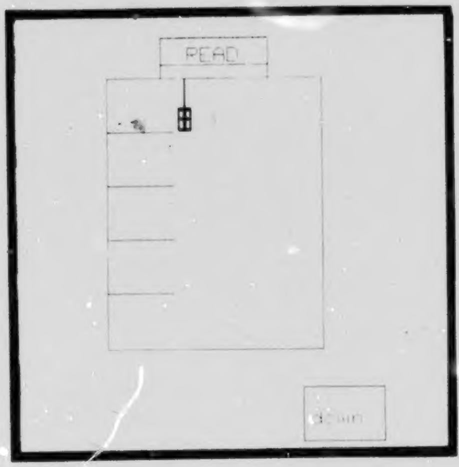
Goal: The child will demonstrate understanding of the concepts presented by manipulating a display on the screen.

Available activities:

1. Practice -- Elevator

Objective: Concept of up/down





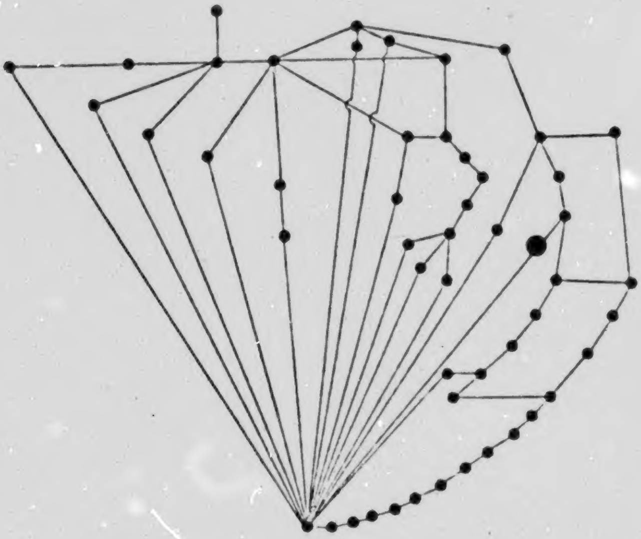
Name of lesson: Elevator

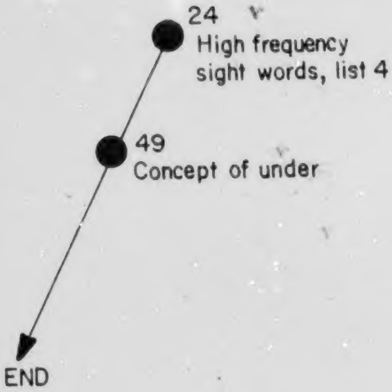
Type of lesson: Practice

Task: PLATO displays a cross-section of a building with several floors, with people on each floor, and an elevator connecting the floors. At the bottom of the screen are displayed the words "up" and "down." When a person advances to the elevator door and says "send the elevator to me, please," the child touches "up" or "down" to cause the elevator to move appropriately. When a person gets on the elevator, he requests to go "up" or "down." The child responds again by touching the appropriate word.

Type of feedback:
Correct response -- The elevator moves appropriately.
Incorrect response -- The audio directs the student to touch the appropriate word.

Objective: Concept of under



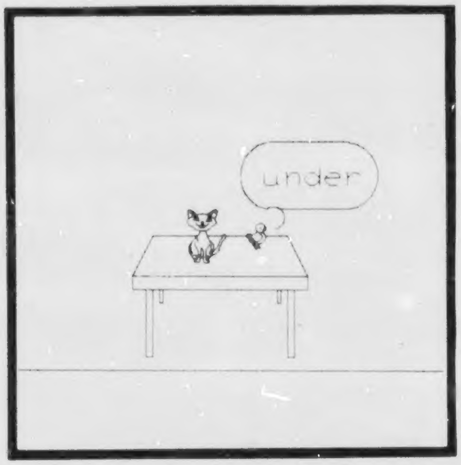

24
High frequency sight words, list 4
49
Concept of under
END

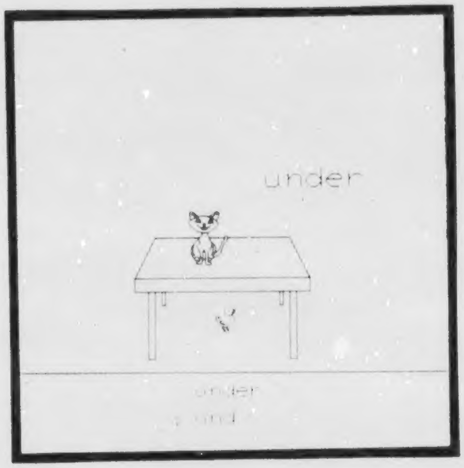
Goal: The child will demonstrate understanding of the concept presented by manipulating a screen display.

Available activities:

1. Practice -- Under

Objective: Concept of under





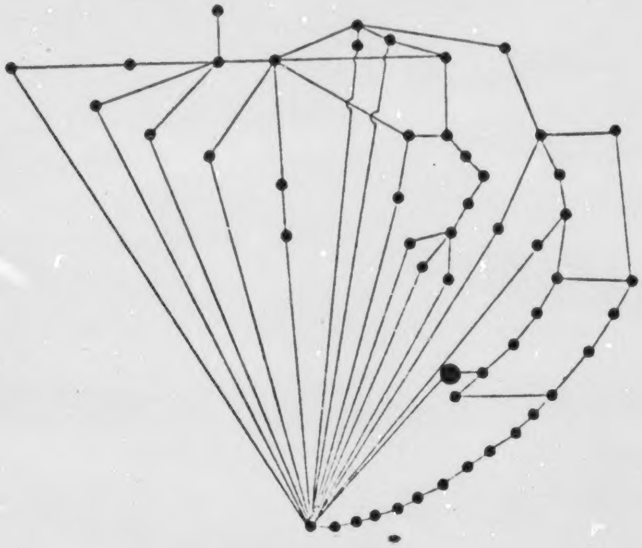
Name of lesson: Under

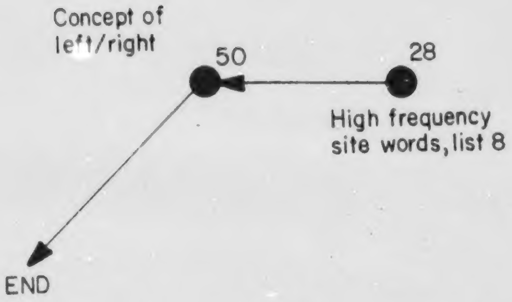
Type of lesson: Practice

Task: PLATO displays a cat and a bird sitting on a table. The bird explains that she would like to hide from the cat by going "under" the table. The child is asked to point under the table.

Type of feedback:
Correct response -- The bird flies under the table.
Incorrect response -- The audio corrects the student, telling him where he has touched: ie. "That is above the table. Please point under, etc."

Objective: Concept of left/right



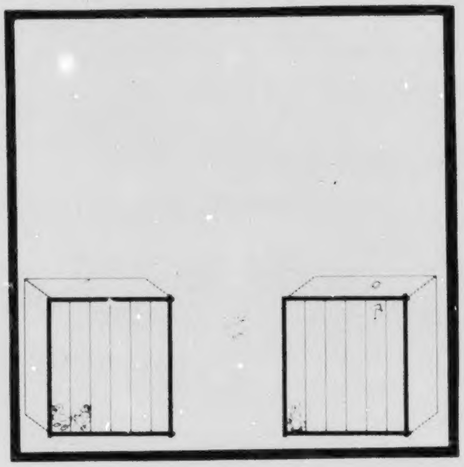

Concept of left/right
50
28
High frequency site words, list 8
END

Goal: The child will understand the concepts of left and right in relation to the PLATO screen. The child will demonstrate his understanding by manipulating a screen display.

Available activities:

1. Practice -- Left/Right Practice
2. Exercise -- Help Freddy Home

Objective: Concept of left/right



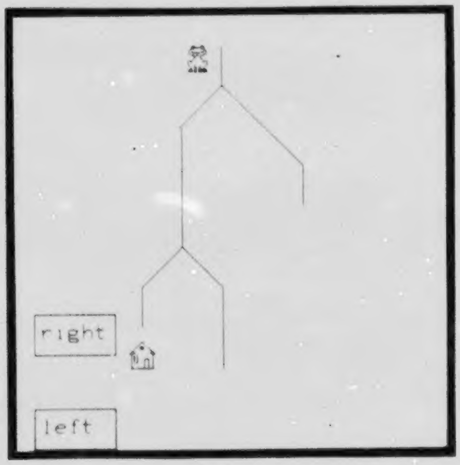
Name of lesson: Left/Right Practice

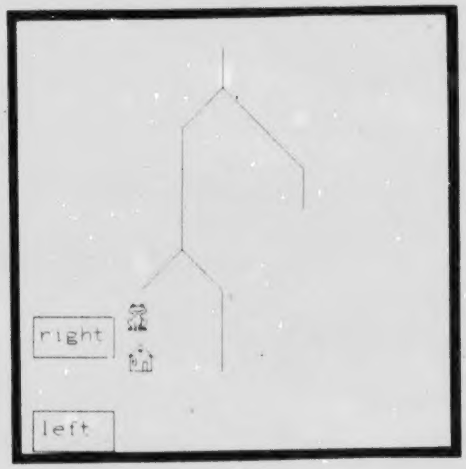
Type of lesson: Practice

Task: The student must differentiate between the left and right sides of the screen. He touches both sides, places both hands on the screen, and puts animals in cages on the left or right according to instructions.

Type of feedback:
Correct response -- Audio praise.
Incorrect response -- Audio guides student to correct response.

Objective: Concept of left/right





Name of lesson: Help Freddy Home

Type of lesson: Practice

Task: The student sees a diagram of Freddy Frog's path home. The path contains several points at which Freddy can go either left or right. The student helps Freddy by touching the words "left" or "right."

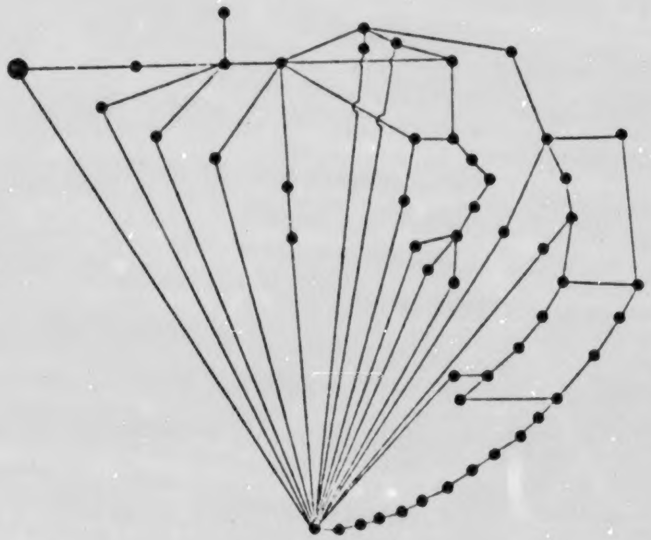
Type of feedback:
Correct response -- Freddy makes it all the way home.
Incorrect response -- Freddy must start over.

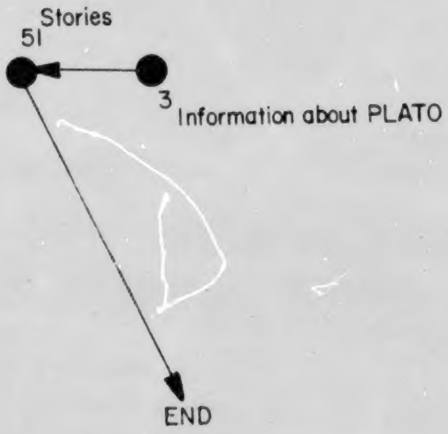
STORIES

Objective Page

Stories 396

Objective: Stories





We will not try to define the purpose of this objective. It is multifaceted, and the usefulness of each story is expected to be different for each child. In general, we expect children to strengthen their decoding skills, develop a sight word vocabulary, and increase their comprehension. But most of all, we hope that they will learn the joy of reading.

A list of stories in the order in which they will be presented begins on the next page.

Stories (sequential listing)

1. Go, Dog, Go!
2. In a Spring Garden, "Duck"
3. Look What I Can Do
4. In a Spring Garden, "Toad"
5. Animals Should Definitely Not Wear Clothing.
6. Poetry of Earth, "To a Squirrel at Kyle-Na-No"
7. Are You My Mother
8. In a Spring Garden, "Moon"
9. Nobody Asked Me If I Wanted a Baby Sister
10. In a Spring Garden, "Firefly"
11. The Glumph
12. Poetry of Earth, "The Prayer of the Little Ducks"
13. A House for Everyone
14. In a Spring Garden, "Butterfly"
15. C is for Circus
16. In a Spring Garden, "Puppy"
17. Hattie
18. Poetry of Earth, "Here She Is"
19. Leo the Late Bloomer
20. In a Spring Garden, "Bell"
21. The Chicken Book
22. In a Spring Garden, "Chicken"
23. The Best Nest
24. Poetry of Earth, "A Narrow Fellow in the Grass"
25. The Big Honey Hunt
26. In a Spring Garden, "Milky Way"
27. The Circus
28. In a Spring Garden, "Poppy"
29. Poetry of Earth, "The Wild Geese Returning"
30. Henry the Explorer
31. In a Spring Garden, "Owl"

32. Tico and the Golden Wings
33. In a Spring Garden, "Lightning"
34. The Winter Picnic
35. Poetry of Earth, "The Eagle"
36. When Clay Sings
37. In a Spring Garden, "Skylarks"
38. Staying Home Alone on a Rainy Day
39. In a Spring Garden, "Rain"
40. John Henry: An American Legend
41. Poetry of Earth, "White Butterflies"
42. Swimmy
43. In a Spring Garden, "Spring Day"
44. Henry Explores the Jungle
45. In a Spring Garden, "Frog"
46. Petunia, Beware!
47. Poetry of Earth, "Tiger Lilly"
48. Once a Mouse . . .
49. In a Spring Garden, "Red Morning Sky"
50. Walter in Love
51. In a Spring Garden, "Grasshopper"
52. Poetry of Earth, "Prayer for the Reptiles"
53. You Will Live Under the Sea
54. Houses from the Sea
55. In a Spring Garden, "Sparrow"
56. The Duchess Bakes a Cake
57. A First Look at Mammals
58. In a Spring Garden, "Petals"
59. Cottontail Rabbit
60. Tobias and His Big Red Satchel
61. Poetry of Earth, "Crows"
62. The Princess and the Woodcutter's Daughter
63. Butterfly Time
64. In a Spring Garden, "Bat"

65. Frederick
66. The Day We Saw the Sun Come Up
67. In a Spring Garden, "Heron"
68. Sugerplum
69. The Steadfast Tin Soldier
70. In a Spring Garden, "Frogs and Skylarks"
71. A First Look at Fish
72. A First Look at Leaves
73. Poetry of Earth, "Stopping By Woods On a Snowy Evening"

Objective: Stories

Name of lesson: (See the alphabetical listing, which follows this page.)

Type of lesson: Story

Task: The child sees the illustrations of a story. Below the illustrations, PLATO displays the words of the story. The child may a) read to himself and turn the page by tapping a happy face, b) hear individual words read by tapping the individual word, c) hear lines read by tapping to the left of a line, d) hear the passage read by pressing the replay key (the black key on the left with the square on it).

STORIES (Alphabetical Listing)

Touch-Sensitive and Branching Stories

Title: Animals should definitely not wear clothing.

Author: Judy Barrett

Illustrator: Ron Barrett

Publisher: Atheneum

Copyright: 1970 Pages: 30

Comment: The simple text and amusing illustrations complement each other hilariously in this exposition of the predicaments clothed animals would suffer.

Title: Are You My Mother

Author: P. D. Eastman

Illustrator: P. D. Eastman

Publisher: Random House

Copyright: 1967 Pages: 65

Comment: This easy-to-read book tells the story of a newly-hatched bird's search for his mother, with many cases of mistaken identity.

Title: The Best Nest

Author: P. D. Eastman

Illustrator: P. D. Eastman

Publisher: Random House

Copyright: 1968 Pages: 34

Comment: This easy-to-read book tells the story of the predicaments Mr. and Mrs. Bird get into when finicky Mrs. Bird insists on finding a new house.

Title: The Big Honey Hunt

Authors: Stanley and Janice Berenstain

Illustrators: Stanley and Janice Berenstain

Publisher: Random House

Copyright: 1962 Pages: 31

Comment: This easy-to-read story in rhyme tells of the mishaps which occur when the overconfident Poppa Bear shows his small son how to find wild honey.

Title: Butterfly Time
Author: Alice E. Gouday
Illustrator: Adrienne Adams
Publisher: Charles Scribner's Sons
Copyright: 1964 Pages: 18

Comment: This is a sensitively written and illustrated book about common North American butterflies.

Title: C is for Circus
Author: Bernice Chardiet
Illustrator: Brinton Turkle
Publisher: Walker and Company
Copyright: 1971 Pages: 22

Comment: Rhythmic text and wild illustrations combine to make this a very circusy book. Children should enjoy it.

Title: The Chicken Book
Author: Garth Williams
Illustrator: Garth Williams
Publisher: Delacorte
Copyright: 1970 Pages: 13

Comment: In simple rhyme we hear the moral tale of five little chickens who would rather complain than do something about their plight. The fine, realistic illustrations by Garth Williams lend extra dimension to the text.

Title: The Circus
Author: Dick Bruna
Illustrator: Dick Bruna
Publisher: Follett
Copyright: 1962 Pages: 26

Comment: Bold illustrations and lively verse make this book an enjoyable circus experience.

Title: Cottontail Rabbit

Authors: Elizabeth and Charles Schwartz

Illustrator: Charles Schwartz

Publisher: Holiday House

Copyright: 1957 Pages: 45

Comments: Highly commended for both illustrations and text, Cottontail Rabbit tells the life-cycle of this familiar mammal through the story of one young female.

Title: The Day We Saw the Sun Come Up

Author: Alice E. Gouday

Illustrator: Adrienne Adams

Publisher: Charles Scribner's Sons

Copyright: 1961 Pages: 24

Comments: In their usual sensitive styles, the author and illustrator tell the story of two young children who experience the wonder of sunrise and learn about the phenomena behind it.

Title: The Duchess Bakes a Cake

Author: Virginia Kahl

Illustrator: Virginia Kahl

Publisher: Charles Scribner's Sons

Copyright: 1955 Pages: 26

Comments: This is an amusing tale in rhyme. It concerns the adventures of a medieval Duchess (mother of 13 daughters) who bakes a cake so high and light it threatens to carry her up to the sky.

Title: A First Look at Fish

Author: Millicent E. Selsam

Illustrator: Harriet Springer

Publisher: Walker and Company

Copyright: 1972 Pages: 32

Comment: This book provides an interesting introduction to fish. The author approaches the subject from the point of view of how fish differ in form from other animals.

Title: A First Look at Leaves

Author: Millicent E. Selsam

Illustrator: Harriet Springer

Publisher: Walker and Company

Copyright: 1972 Pages: 32

Comment: This well-written and illustrated book provides an interesting introduction to leaves, with emphasis on the various forms of leaves.

Title: A First Look at Mammals

Author: Millicent E. Selsam

Illustrator: Harriet Springer

Publisher: Walker and Company

Copyright: 1973 Pages: 32

Comment: This book provides an interesting introduction to mammals. The author approaches the subject from the point of view of how mammals differ in form from other animals.

Title: Frederick

Author: Leo Lionni

Publisher: Pantheon

Copyright 1966 Pages:

Comment: This is the amusingly illustrated story of a poetic little mouse who makes his contribution to society after the pragmatic efforts of his fellow mice have served their purpose.

Title: The Glumph

Author: Priscilla Obertino

Illustrator: Wayne Wilson

Publisher: Unpublished

Copyright: 1974

Comment: This is a branching story. The child may choose what course the action is to take at crucial points. It's the tale of a homeless furry beast, and how he solves his problem.

Title: Go, Dog, Go!

Author: P. D. Eastman

Illustrator: P. D. Eastman

Publisher: Random House

Copyright: 1961 Pages: 32

Comment: In very simple, easy-to-read text, this book traces the antics of some rather eccentric, multi-colored dogs.

Title: Hattie

Author: Priscilla Obertino

Illustrator: Wayne Wilson

Publisher: Unpublished

Copyright: 1974

Comment: This is a branching story. At various crucial points, the child can choose the course of the action. It is the story of a young girl and her reaction to the news that her mother is going to have a baby.

Title: Henry Explores the Jungle

Author: Mark Taylor

Illustrator: Graham Booth

Publisher: Atheneum

Copyright: 1968 Pages: 40

Comment: This story should have high appeal for boys. Henry, a small boy, and his Scottie, Laird Angus McAngus, this time tangle with a rather sheepish excaped tiger.

Title: Henry the Explorer

Author: Mark Taylor

Illustrator: Graham Booth

Publisher: Atheneum

Copyright: 1966 Pages: 42

Comment: This story should have high appeal for boys. Henry and his faithful Scottie, Laird Angus McAngus, go on a winter expedition in the countryside. They get lost, but Henry's cool-headedness helps them find their way.

Title: A House For Everyone

Author: Betty Miles

Illustrator: Jo Lowrey

Publisher: Alfred Knopf

Copyright: 1958 Pages: 35

Comment: This book explores in simple language and bold illustrations the various kinds of housing which North Americans live in.

Title: Houses from the Sea

Author: Alice E. Gouday

Illustrator: Adrienne Adams

Publisher: Charles Scribner's Sons

Copyright: 1959 Pages: 26

Comment: This sensitively written and illustrated book gives interesting information about seashells.

Title: In a Spring Garden

Author: Richard Lewis

Illustrator: Ezra Jack Keats

Publisher: The Dial Press

Copyright: 1965 Pages: 26

Comments: Exquisite illustrations and haiku makes this book a beautiful experience. The haiku number 23 altogether. Below is a list of the central images in each poem.

1. red morning sky
2. grasshopper
3. frog
4. toad
5. duck
6. spring day
7. chicken
8. skylarks
9. lightning
10. rain
11. owl
12. petals
13. bat
14. puppy
15. butterfly
16. poppy
17. sparrow
18. heron
19. frogs and skylarks
20. moon
21. Milky Way
22. bell
23. firefly

Title: John Henry: An American Legend

Author: Ezra Jack Keats

Illustrator: Ezra Jack Keats

Publisher: Pantheon

Copyright: 1965 Pages: 27

Comment: This is a sensitive and beautifully illustrated retelling of a Black American hero, who out-hammered the steam drill in the building of America's early railroads.

Title: Leo the Late Bloomer

Author: Robert Kraus

Illustrator: Jose Aruego

Publisher: Windmill

Copyright: 1971 Pages: 19

Comment: With brief text and lively illustrations this book tells the story of a young tiger who can't seem to do anything right, but who finally blooms.

Title: Look What I Can Do

Author: Jose Aruego

Illustrator: Jose Aruego

Publisher: Charles Scribner's Sons

Copyright: 1971 Pages:

Comment: This is the whimsical tale, told mostly in pictures, of what happens when two water buffalo strive to excell one another in acrobatic tricks.

Title: Nobody Asked Me If I Wanted a Baby Sister

Author: Martha Alexander

Illustrator: Martha Alexander

Publisher: The Dial Press

Copyright: 1971 Pages:

Comments: This simply written, delicately illustrated story tells of one young boy's familiar predicament: the arrival of a new baby sister.

Title: Once a Mouse . . .

Author: Marcia Brown

Illustrator: Marcia Brown

Publisher: Charles Scribner's Sons

Copyright: 1961 Pages: 15

Comment: Woodcuts and brief text tell the story of what happens when a well-meaning hermit changes a mouse into a royal tiger. The tale is set in India.

Title: Petunia, Beware!

Author: Roger Duvoisin

Illustrator: Roger Duvoisin

Publisher: Alfred Knopf

Copyright: 1950 Pages: 31

Comment: Petunia the goose finds out that there's danger on the other side of the fence, and the grass isn't greener after all. The text is enlivened with amusing illustration.

Title: Poetry of Earth

Editor: Adrienne Adams

Illustrator: Adrienne Adams

Publisher: Charles Scribner's Sons

Copyright: 1972 Pages: 40

Comments: Well-selected and beautifully illustrated poems on the subject of the creatures of the natural world. For presentation to children, I have selected only those poems which do not portray the sadder, more violent incidents in nature. These poems, I feel should be presented in more supportive human environments than the terminal can provide. The poems which child will see are:

"White Butterflies"
"Crows"
"A Narrow Fellow in the Grass
"Tiger Lily"
"The Eagle"
"To a Squirrel at Kyle-Na-No"
"Here She Is"
"Stopping by the Woods on a Snowy Evening"
"The Prayer of the Little Ducks
"Prayer for Reptiles
"The Wild Geese Returning"

Title: The Princess and the Woodcutter's Daughter
Author: Winifred Bromhall
Illustrator: Winifred Bromhall
Publisher: Alfred A. Knopf
Copyright: 1955 Pages: 24

Comment: This is the story of how a lonely princess finds a friend.

Title: Staying Home Alone on a Rainy Day
Author: Chihiro Iwasaki
Illustrator: Chihiro Iwasaki
Publisher: McGraw-Hill Book Company
Copyright: 1969 Pages: 25

Comment: This is a sensitively written and illustrated account of a little girl's emotions as she stays home alone while her mother is out. The drawings are in mysterious, rainy colors and shapes, good for developing visual imagination.

Title: The Steadfast Tin Soldier
Author: Hans Christian Anderson
Illustrator: Monika Laimgruber
Publisher: Atheneum
Copyright: Pages: 18

Comment: This is a poignant tale of a brave tin soldier and his ill-fated love. The illustrations are enchanting complements to the text.

Title: Sugarplum
Author: Johanna Johnston
Illustrator: Marvin Bileck
Publisher: Alfred A. Knopf
Copyright: 1955 Pages: 36

Comment: This story concerns a tiny doll who always gets lost. When she is found again, she brings joy to her ailing mistress.

Title: Swimmy

Author: Leo Lionni

Illustrator: Leo Lionni

Publisher: Pantheon

Copyright: 1963 Pages: 28

Comment: This beautifully illustrated book tells the story of a tiny fish who, after surviving the attack of a large fish who swallows Swimmy's kinfolk, discovers the value of social organization for weak or creatures who must repel aggressors.

Title: Tico and the Golden Wings

Author: Leo Lionni

Illustrator: Leo Lionni

Publisher: Pantheon

Copyright: 1964 Pages: 28

Comment: Lionni is at his literary and artistic best in this tale, set in India, of the generosity of a tiny bird, and its consequences to his growth as an individual.

Title: Tobias and His Big Red Satchel

Author: Sunny B. Warner

Illustrator: Sunny B. Warner

Publisher: Alfred A. Knopf

Copyright: 1961 Pages: 30

Comment: Told in verse, the tale of Tobias and the wonderful tools he carries in his big red satchel is engaging and amusing, with lively illustrations.

Title: Walter in Love

Author: Alicen White

Illustrator: Rosenkrans Hoffman

Publisher: Lothrop, Lee and Shepard Co.

Copyright: 1973 Pages: 20

Comment: This is the sophisticated tale of a debonair dog-about-town who falls in love with a beautiful spaniel, Tita. The trouble comes when Tita can't read Walter's love-notes because Walter habitually reverses his letters.

Title: When Clay Sings

Author: Byrd Baylor

Illustrator: Tom Bhati

Publisher: Charles Scribner's Sons

Copyright: 1972 Pages: 28

Comment: This is a sensitively written and illustrated book about pieces of broken pottery from ancient Southwest American Indian cultures, and the stories these remnants tell to the Indian children of today. The illustrations are based on the designs found on these ancient potsherds.

Title: The Winter Picnic

Author: Robert Welber

Illustrator: Deborah Ray

Publisher: Pantheon

Copyright: 1970 Pages: 26

Comment: Young Adam surprises his busy mother when he shows her that one can have a picnic in winter.

Title: You Will Live Under the Sea

Authors: F. and M. Phleger

Illustrator: Ward Brackett

Publisher: Random House

Copyright: 1966 Pages:

Comment: This easy-to-read book explores the possibility of future cities under the sea. My one gripe is that this fantastic environment seems to be inhabited solely by male scout-leader types and adventuresome little boys.

INDEXES

Index of Objectives

Concept of left/right 392
Concept of under 390
Concept of up/down 388
Enrichment sight words, animals1 277
Enrichment sight words, animals2 307
Enrichment sight words, animals3 358
Enrichment sight words, clothing 299
Enrichment sight words, colors 294
Enrichment sight words, face features 285
Enrichment sight words, food 329
Enrichment sight words, household1 321
Enrichment sight words, household2 351
Enrichment sight words, household3 365
Enrichment sight words, misc. words 373
Enrichment sight words, people 343
Enrichment sight words, shapes 289
Enrichment sight words, toys 314
Enrichment sight words, vehicles 336
G/P correspondences, letters a, s, b, l . . . 120
G/P correspondences, letters e, r, m, d . . . 150
G/P correspondences, letters i, p, n, t . . . 90
G/P correspondences, letters o, c, w, v . . . 198
G/P correspondences, letters u, k, h, f . . . 177
G/P correspondences, letters y, g, j, z . . . 218
G/P correspondence, -qu- 240
G/P correspondence, -x- 245
High frequency sight words, list 1 250
High frequency sight words, list 2 253
High frequency sight words, list 3 256
High frequency sight words, list 4 259
High frequency sight words, list 5 262
High frequency sight words, list 6 265
High frequency sight words, list 7 268
High frequency sight words, list 8 271
High frequency sight words, list 9 274
Identifying words by initial letter 87
Information about PLATO 12
Initial sign-in procedures 1
Interpretation 386
Left to right processing 384
Letter names 57
Practice typing your name 15
Stories 396
Touch panel and keyboard orientation 6
Upper/lower case correspondences 83
Use of the replay key 17
Visual discrimination, letters, fine 20
Visual discrimination, letters, gross 21
Visual discrimination, words, fine 47
Visual discrimination, words, gross 38
Visual memory 382

Index of Lessons

-a- Pictures 124
-ab- Stems 138
Andrew Anteater -- initial -a- 123
Animals Should Definitely Not Wear Clothing . . 401
Are You My Mother 401
-as- Stems 130

-ba- Stems 136
Balloon Bear
  G/P correspondences, letters, a,s,b,l 149
  G/P correspondences, letters, e,r,m,d 176
  G/P correspondences, letters, i,p,n,t 119
  G/P correspondences, letters, o,c,w,v 217
  G/P correspondences, letters, u,k,h,f 197
  G/P correspondences, letters, y,g,j,z 239
  G/P correspondences, -qu- 244
  G/P correspondences, -x- 248
Beginning Sounds 89
The Best Nest 401
The Big Honey Hunt 401
Birds -- initial -b- 134
Bosco Bear -- final -b- 139
Bosco Bear -- initial -b- 135
Butterfly Time 402

C is for Circus 402
The Chicken Book 402
The Circus. 402
Clowns -- initial -c- 203
Clyde Camel -- initial -c- 204
-co- Stems 205
Color Names (sight word pre-test) 296
Color Tic-Tac-Toe 297
Color Words 298
Concentration (letter/letter)
  Visual discrimination, letters, fine 35
  Visual discrimination. letters, gross 27
Concentration (picture/picture) 23
Concentration (picture/word)
  Enrichment sight words, animals1 280
  Enrichment sight words, clothing 304
  Enrichment sight words, household1 324
  Enrichment sight words, household3 368
  Enrichment sight words, misc. words 378
  Enrichment sight words, people 346
Concentration (word/word)
  Visual discrimination, words, fine 51
  Visual discrimination, words, gross 44
Cottontail Rabbit 403

-d- Pictures 170
The Day We Saw the Sun Come Up 403
-de- Stems 171
Didi Dog -- final -d- 174
Didi Dog -- initial -d- 169
Dragon and the Knight
  Enrichment sight words, clothing 300
  Enrichment sight words, food 330
  Enrichment sight words, household1 325
  Enrichment sight words, household2 352
  Enrichment sight words, household3 366
  Enrichment sight words, misc. words 377
  Enrichment sight words, toys 315
  Enrichment sight words, vehicles 341
The Duchess Bakes a Cake 403

-ed- Stems 173
Elephant Train -- initial -e- 153
Elevator 389
Ellie Elephant -- initial -e- 154
-em- Stems 165
Empty / Full (popup) 270

Face Names 288
Fast / Slow (Popup) 258
Felix Fish -- initial -f- 193
Few / Many (Popup) 276
Find Freddy
  Visual discrimination, letters, fine 32
  Visual discrimination, letters, gross 24
  Visual discrimination, words, fine 53
  Visual discrimination, words, gross 41
Find the Picture
  Enrichment sight words, animals1 284
  Enrichment sight words, animals2 313
  Enrichment sight words, animals3 364
  Enrichment sight words, clothing 306
  Enrichment sight words, food 335
  Enrichment sight words, household1 328
  Enrichment sight words, household2 357
  Enrichment sight words, household3 372
  Enrichment sight words, misc. words 380
  Enrichment sight words, people 350
  Enrichment sight words, toys 320
  Enrichment sight words, vehicles 342
Find the Shape (concept pre-test) 290
Find the Color (concept pre-test) 295
Find Your Name 385
A First Look at Fish 403
A First Look at Leaves 404
A First Look at Mammals 404
Fisherman -- initial -f- 194
Freddy Frog 7
Freddy's Riddles 19

Freddy's Words
  Visual discrimination, words, fine 49
  Visual discrimination, words, gross 40
Frederick 404
Free Typing 8
-fu- Stems 195
Funny Faces
  Enrichment sight words, face features 287
  Touch panel and keyboard orientation 9

-g- Pictures 225
The Game of Memory 383
Giggly Ghost -- initial -g- 224
The Glumph 404
Go, Dog, Go! 405
-go- Stems 226
Goofy Grape
  Visual discrimination, letters, fine 37
  Visual discrimination, letters, gross 29
Guess the Picture
  Enrichment sight words, animals1 281
  Enrichment sight words, animals2 311
  Enrichment sight words, animals3 362
  Enrichment sight words, clothing 303
  Enrichment sight words, food 334
  Enrichment sight words, household1 327
  Enrichment sight words, household2 354
  Enrichment sight words, household3 369
  Enrichment sight words, misc. words 379
  Enrichment sight words, people 347
  Enrichment sight words, toys 317
  Enrichment sight words, vehicles 340

Happy / Sad (Popup) 252
Hattie 405
Help the Cow 10
Help Freddy Home 394
Henry Explores the Jungle 405
Henry the Explorer 405
House
  G/P correspondences, letters, a,s,b,l 121
  G/P correspondences, letters, e,r,m,d 151
  G/P correspondences, letters, i,p,n,t 91
  G/P correspondences, letters, o,c,w,v 199
  G/P correspondences, letters, u,k,h,f 178
  G/P correspondences, letters, y,g,j,z 219
  G/P correspondences, -qu- 241
  G/P correspondences, -x- 246
A House For Everyone 406
Houses from the Sea 406

-i- Pictures 93
-i- Words 94
-ill- Stems 146
In a Spring Garden 406

-in- Stems 108
In / Out (Popup) 264
Information About Plato 12
-ip- Stems 100
-it- Stems 116

-j- Pictures 233
Jack in the Box -- initial -j- 232
-jo- Stems 234
John Henry: An American Legend 407

-l- Pictures 143
-la- Stems 144
Left/Right Practice 393
Leo the Late Bloomer 407
Letter-in-the-Middle
  Visual discrimination, letters,fine
    Exercise 36
    Pre-test 31
  Visual discrimination, letters, gross
    Exercise 28
    Pre-test 22
  Upper/lower case correspondences
    Exercise 86
    Pre-test 84
Look What I Can Do 407
Lucky Lion -- final -ll- 147
Lucky Lion -- initial -l- 142

Magician -- initial -m- 161
Make-a-Train
  Visual discrimination, words, fine 48
  Visual discrimination, words, gross 39
Match Game 387
Matching Letters
  Visual discrimination, words, fine 50
  Visual discrimination, words, gross 45
-me- Stems 163
Merry-GO-Round -- final -m- 166
Merry-Go-Round -- initial -m- 162

-n- Pictures 105
-ni- Stems 106
N-Machine -- initial -n- 104
-n- Words -- final -n- 109
Name Balloons 4
Nobody Asked Me If I Wanted a Baby Sister 407

Ollie Octopus -- initial -o- 201
On / Off (popup) 267
Once a Mouse 408
Open / Closed (popup) 273

-p- Pictures 97

Parts of the Face , , ... 285
Petunia, Beware! 408
-pi- Stems 98
Pictures (G/P Correspondences)
  -a- Pictures 124
  -d- Pictures 170
  -g- Pictures 225
  -i- Pictures 93
  -j- Pictures 233
  -l- Pictures 143
  -n- Pictures 105
  -p- Pictures 97
  -u- Pictures 181
  -v- Pictures 214
  -w- Pictures 209
  -y- Pictures 221
  -z- Pictures 237
Picture Dictionary - a is for . . .
  G/P correspondences, letters, a,s,b,l 122
  Letter Names 59
Picture Dictionary - b is for ...
  G/P correspondences, letters, a,s,b,l 133
  Letter Names 60
Picture Dictionary - c is for ...
  G/P correspondences, letters, o,c,w,v 202
  Letter Names 61
Picture Dictionary - d is for . . .
  G/P correspondences, letters, e,r,m,d 168
  Letter Names. 62
Picture Dictionary - e is for ...
  G/P correspondences, letters, e,r,m,d 152
  Letter Names 63
Picture Dictionary - f is for . . .
  G/P correspondences, letters, u,k,h,f 192
  Letter Names 64
Picture Dictionary - g is for . . .
  G/P correspondences, letters, y,g,j,z 223
  Letter Names 65
Picture Dictionary - h is for 66
  G/P correspondences, letters, u,k,h,f 187
  Letter Names 66
Picture Dictionary - i is for . . .
  G/P correspondences, letters, i,p,n,t 92
  Letter Names 67
Picture Dictionary - j is for . . .
  G/P correspondences, letters, y,g,j,z 231
  Letter Names 68
Picture Dictionary - k is for . . .
  G/P correspondences, letters, u,k,h,f 182
  Letter Names 69
Picture Dictionary - l is for . . .
  G/P correspondences, letters, a,s,b,l 141
  Letter Names 70
Picture Dictionary - m is for . . .
  G/P correspondences, letters, e,r,m,d 160
  Letter Names 71

Picture Dictionary - n is for . . .
  G/P correspondences, letters, i,p,n,t 103
  Letter Names 72
Picture Dictionary - o is for
  G/P correspondences, letters, o,c,w,v 200
  Letter Names 73
Picture Dictionary - p is for . . .
  G/P correspondences, letters, i,p,n,t 95
  Letter Names 74
Picture Dictionary - r is for . . .
  G/P correspondences, letters, e,r,m,d 155
  Letter Names 75
Picture Dictionary - s is for . . .
  G/P correspondences, letters, a,s,b,l 125
  Letter Names 76
Picture Dictionary - t is for . . .
  G/P correspondences, letters, i,p,n,t 111
  Letter Names 77
Picture Dictionary - u is for . . .
  G/P correspondences, letters, u,k,h,f 179
  Letter Names 78
Picture Dictionary - v is for . . .
  G/P correspondences, letters, o,c,w,v 212
  Letter Names 79
Picture Dictionary - w is for . . .
  G/P correspondences, letters, o,c,w,v 207
  Letter Names 80
Picture Dictionary - y is for . . .
  G/P correspondences, letters, y,g,j,z 220
  Letter Names 81
Picture Dictionary - z is for . . .
  G/P correspondences, letters, y,g,j,z 236
  Letter Names 82
Pirate -- final -p- 101
Pirate -- initial -p- 96
Plato Says 11
Plato Story 13
Plato Train Popup 14
Poetry of Earth 408
Popup -- Empty / Full 270
Popup -- Fast / Slow 258
Popup -- Few / Many 276
Popup -- Happy / Sad 252
Popup -- In / Out 264
Popup -- On/ Off 267
Popup -- Open / Closed 273
Popup -- Under / Over 261
Popup -- Up / Down 255
The Princess and the Woodcutter's Daughter 409

-q- Words 243
Queen Quintilla -- initial -qu- 242

-re- Stems 158
Replay Key 18
Robbie Robbit -- initial -r- 157
Rocket -- initial -r- 156

-sa- Stems 128
Sammy Seal -- initial -s- 126
Shape Names (sight word pre-test) 291
Shape Tic-Tac-Toe 292
Shape Words 293
Sign In Again 5
Snow -- initial -s- 127
Spinner Game
  Visual discrimination, letters, fine 34
  Visual discrimination, letters, gross 26
  Upper/lower case correspondences 85
Staying Home Alone on a Rainy Day 409
The Steadfast Tin Soldier 409
Stems
  -ab- Stems 138
  -as- Stems 130
  -ba- Stems 136
  -co- Stems 205
  -de- Stems 171
  -ed- Stems 173
  -em- Stems 165
  -fu- Stems 195
  -go- Stems 226
  -ill- Stems 146
  -in- Stems 108
  -ip- Stems 100
  -it- Stems 116
  -jo - Stems 234
  -la- Stems 144
  -me- Stems 163
  -ni- Stems 106
  -re- Stems 158
  -sa- Stems 128
  -ti- Stems 114
  -ug- Stems 228
  -ve- Stems 215
  -wo- Stems 210
Student Information 3
Sugarplum 409
Swami -- final -s- 131
Swimmy 409

T-Train -- initial -t- 112
-ti- Stems 114
Tic-Tac-Toe
  Enrichment sight words, animals1 282
  Enrichment sight words, animals2 310
  Enrichment sight words, animals3 361
  Enrichment sight words, clothing 302
  Enrichment sight words, food 333
  Enrichment sight words, household1 326
  Enrichment sight words, household2 355
  Enrichment sight words, household3 370
  Enrichment sight words, misc. words 376

  Enrichment sight words, people 348
  Enrichment sight words, toys 318
  Enrichment sight words, vehicles 339
Tic-Tac-Toe (Color) 297
Tic-Tac-Toe (Shape) 292
Tico and the Golden Wings 410
Tobias and His Big Red Satchel 410
Tug-of-War - final -t- 117
Tug-of-War -- initial -t- 113
Type Your Name 16

-u- Pictures 181
-ug- Stems 228
Umbrella -- initial -u- 180
Under 391
Under / Over (Popup) 261
Up / Down (Popup) 255

-v- Pictures 214
-ve- Stems 215
Volcano -- initial -v- 213

-w- Pictures 209
Walter in Love 410
What Is A -b- Word 88
When Clay Sings 410
Windmill and the Witch -- initial -w- 208
Window Letters
  Visual discrimination, letters, fine 33
  Visual discrimination, letters, gross 25
Window Words
  Visual discrimination, words, fine 54
  Visual discrimination, words, gross 42
The Winter Picnic 411
-wo- Stems 210
Word Detail
  Visual discrimination, words, fine 52
  Visual discrimination, words, gross 43
Word Families -- final -b- 140
Word Families-- final -d- 175
Word Families -- final -g- 230
Word Families -- final -ll- 148
Word Families -- final -m- 167
Word Families -- final -n- 110
Word Families -- final -p- 102
Word Families -- final -s- 132
Word Families -- final -t- 118
Word Families -- initial -b- 137
Word Families -- initial -c- 206
Word Families -- initial -d- 172
Word Families -- initial -f- 196
Word Families -- initial -g- 227
Word Families -- initial -j- 235
Word Families -- initial -l- 145

Word Families -- initial -m- 169
Word Families -- initial -n- 107
Word Families -- initial -p- 99
Word Families -- initial -r- 159
Word Families -- initial -s- 129
Word Families -- initial -t- 115
Word Families -- initial -v- 216
Word Families -- initial -w- 211
Word List
  Enrichment sight words, animals1 278
  Enrichment sight words, animals1 283
  Enrichment sight words, animals2 308
  Enrichment sight words, animals2 312
  Enrichment sight words, animals3 359
  Enrichment sight words, animals3 363
  Enrichment sight words, clothing 305
  Enrichment sight words, food 332
  Enrichment sight words, household1 322
  Enrichment sight words, household2 356
  Enrichment sight words, household3 371
  Enrichment sight words, misc. words 374
  Enrichment sight words, people 344
  Enrichment sight words, people 349
  Enrichment sight words, toys 319
  Enrichment sight words, vehicles 337
Word Practice
  Enrichment sight words, animals1 279
  Enrichment sight words, animals2 309
  Enrichment sight words, animals3 360
  Enrichment sight words, clothing 301
  Enrichment sight words, food 331
  Enrichment sight words, household1 323
  Enrichment sight words, household2 353
  Enrichment sight words, household3 367
  Enrichment sight words, misc. words 375
  Enrichment sight words, people 345
  Enrichment sight words, toys 316
  Enrichment sight words, vehicles 338
  High frequency sight words, list 1 251
  High frequency sight words, list 2 254
  High frequency sight words, list 3 257
  High frequency sight words, list 4 260
  High frequency sight words, list 5 263
  High frequency sight words, list 6 266
  High frequency sight words, list 7 269
  High frequency sight words, list 8 272
  High frequency sight words, list 9 275
Word Train
  Visual discrimination, words, fine 55
  Visual discrimination, words, gross 46
Words (G/P Correspondences)
  -i- Words 94
  -n- Words 109
  -q- Words 243
  -x- Words 247

  -y- Words 222
  -z- Words 238

-x- Words -- final -x- 247

-y- Pictures 221
-y- Words 222
You Will Live Under the Sea 411

-z- Pictures -- initial -z- 237
-z- Words 238